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ABSTRACT

This curriculum guide for training preschool teachers in postsecondary institutions is based on the competency-based program developed by North Carolina's Department of Community Colleges. The curriculum is organized so that the individual can exit either at the completion of four quarters of study with a diploma or at the completion of the total curriculum with an Associate in Applied Science degree. Provided in the guide are a brief explanation of each step in the competency-based curriculum development process; a listing of competencies and criteria measures of job performance for child care directors and child care workers (the child care worker competencies are taken from the Child Development Associate (CDA) program); an analysis of job-related tasks; course descriptions; information on program implementation; and the career opportunity survey instrument and task survey instrument used in developing the curriculum. Also included is an overview of preschool centers and preschool education in North Carolina. (Author/JA)

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CHILD CARE
PROGRAM
COMPETENCY BASED

OCCUPATIONAL PROGRAM SERVICES
DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

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CHILD CARE PROGRAM

COMPETENCY-BASED CURRICULUM DEVELOPMENT

A Suggested Guideline

For Postsecondary Programs

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DATES:

State Board of Education Approval: ____________

Compliance: ____________

Curriculum Standards

STATE BOARD OF EDUCATION
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES
RALEIGH, NORTH CAROLINA

PROGRAM AREA EDUCATIONAL OCCUPATIONS

CURRICULUM CODE & TITLE T-073 EARLY CHILDHOOD ASSOCIATE (V-067 Child Care Worker)

CURRICULUM DESCRIPTION

The Early Childhood curriculum is designed to prepare individuals to work with programs and/or centers concerned with the care and development of infants and young children. This curriculum offers two exit points. The individual can exit at the completion of four quarters of study with a diploma and at the completion of the total curriculum with an Associate in Applied Science degree. This curriculum provides for full-time course work or a sequence of courses to meet the needs for entering, upgrading or retraining in child care facilities.

Through study and application in such areas as the developmental stages of children, physical and nutritional needs of children, communication techniques to use with children and care and guidance of children in the home, the individual will be able to function effectively in various programs and/or centers dealing with young children.

JOB OPPORTUNITIES

Entry Level	Advanced Level
D.O.T. 092.137-010 Child Care Director	
D.O.T. 359.677-018 Child Care Worker	
Child Care Assistant (Aide)	

CURRICULUM STANDARDS

	MINIMUM/MAXIMUM RANGE OF QUARTER HOUR CREDITS			
	Technical	Technical Specialty	Vocational	Vocational Specialty
TECHNICAL/VOCATIONAL (MAJOR)	50-53		43	
RELATED	28		12	
GENERAL EDUCATION	18		6-10	
ELECTIVES	3		0	
COOPERATIVE EDUCATION/INTERNSHIP	3-10		3-5	
RANGE OF QUARTER HOUR CREDITS MIN.	102		64	
MAX.	112		70	
MINIMUM PERCENTAGE OF QHC AWARDED AS CLASS QH CREDITS	90%		55%	
APPROVED FOR AWARDING	AAS		Diploma	

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FOREWORD

Child Care Program: Competency-Based Curriculum Development was designed to provide a curriculum guideline for postsecondary child care programs with emphasis on developing competencies.

This publication provides information and assistance for administrators, instructors, advisory committees and other community college and technical institute and college personnel who may be interested in developing an educational program to prepare individuals to work with preschool children. The competencies and related information in this publication should be useful in planning and developing a curriculum at the local level to meet job requirements of employers and needs of the students and institution.

The materials contained in this publication supersede all previous materials published by the Department of Community Colleges concerning T-073 Early Childhood Associate and V-067 Child Care Worker.

ACKNOWLEDGEMENTS

Many individuals have contributed to the completion of this publication. Their assistance and cooperation are appreciated.

Appreciation is especially extended to the Child Care/Teacher Aide Working Committee and Curriculum Committee for their full support during the process of exploring child care and teacher aide career opportunities, determining tasks, developing competencies and preparing this document.

Special appreciation and thanks are extended to the Working Committee for their assistance in analyzing tasks, writing competencies and developing criteria measures.

Acknowledgement is extended to Roger Worthington for his interest and support in this project and to the community colleges, technical institutes and colleges, elementary schools and secondary schools who allowed instructors, department heads, administrators, supervisors, principals, teachers and teacher aides to participate on committees and complete surveys.

Special appreciation and thanks are extended to Nancy Bowman and Alice Brown who provided assistance in typing and collating survey materials.

A special thank you and appreciation to Brenda A. Splawn for her patience and understanding while typing the materials for this manual and providing assistance in decision making and other matters.

Special recognition and thanks are extended to William F. Pugh, Artist Illustrator, for designing the cover for this publication.

R. Jean Overton

James W. Jenkins

Marjory C. Unrath

Copied materials are used herein; direct quotes are not intended to reflect sex bias on the part of the individuals preparing this manual. This guide has been specifically developed for use in training all students regardless of sex.

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CHAPTER I

PRESCHOOL CENTERS AND EDUCATION IN NORTH CAROLINA

Day Care Centers

There are 2,053 licensed day care centers in North Carolina, serving six or more children. Of these centers, 383 are funded by Title XX which entitles them to receive staff development training through Title XX Day Care Projects. (Eleven projects are presently funded in North Carolina.) Head Start funds account for the operation of 224 day care centers. Head Start programs include a staff development or training component. Over the past few years, a growing number of day care providers have voluntarily requested assistance in developing or upgrading skills in working with young children.

Kindergarten Programs

By action of the 1969 North Carolina General Assembly (Senate Bill 109), the legal means for providing kindergarten programs for five-year old children in North Carolina was provided. The Department of Public Instruction's main objective in developing a kindergarten program was to provide a program which would develop into an integral part of the primary grades. The focus of this program was and continues to be the "K-3 child centered or open education concept" which advocates an informal learning environment and learning experiences which originate with the child's interest.

From the one million dollars appropriation by the 1969 Legislature, eight demonstration centers were opened in 1969 serving 320 children with

16 teachers and 16 teacher aides. During the second year, 18 centers were opened serving 828 children with 36 teachers and 36 teacher aides. In 1971, a total of 54 centers were opened serving 2,484 children; in 1972, 74 centers serving 3,427 children. The statewide kindergarten program was begun in 1973 with 28 children per classroom, a teacher and a teacher aide. In 1973, 696 classes were funded; in 1974, 1,392 classes; in 1975, 1,904 classes and in 1976, the Legislature appropriated $57 million, fully funded on the basis of 85,000 children. In 1976-77, there were 2,888 aides in kindergarten classrooms. As the program has grown, a teacher aide has been assigned to each classroom. For the 1979-80 academic year, there will be 2,939 aides in the kindergarten program.

Secondary Home Economics Programs

The mission of Home Economics Education at the secondary level is to provide interested persons, both male and female, with opportunities to obtain knowledge and develop skills for dual roles as homemakers and wage earners and to prepare students for an occupation requiring the use of home economics knowledge and skills in meeting their career objectives. Instructional experiences are organized around concepts and generalizations in the following subject matter areas: Child Care and Development, Clothing and Textiles, Consumer Education and Mangement, Family Relationships, Foods and Nutrition, Grooming and Personal Appearance, Housing and Home Furnishings, Health and Home Care of the Sick, Career Orientation and Occupational Home Economics in related areas.

Teacher Aide/Child Care Services is one of five advanced-level, occupational courses offered to students in the eleventh and twelfth grades who have completed an introductory course; either Personal/Family Living Skills (7111) or Family Life Education (7171). A student is eligible for enrollment in Personal/Family Living Skills (7111) from grade nine through grade twelve. Family Life Education is first offered in grade ten and may be offered each successive year to all interested students through grade 12.

Teacher Aide/Child Care Services (7133) is a year in length and meets two periods per day and is offered to students in grade levels eleven and twelve. The course is designed as a laboratory-type, occupational training program in the school's child care center or in day care facilities located within the school community. Instruction includes: (1) orientation to scope and nature of jobs in the cluster, (2) grooming and personal appearance, (3) observation and participation in supervising and assisting children with personal habits and with creative play activities, (4) conducting activities which promote social, mental and physical development of children, and (5) the legal aspects of employment. The course is designed to develop skills and responsibilities assumed by teacher aides. Provision should be made for students to observe and work in classroom situations in early childhood education and in a variety of child care establishments related to this occupational cluster.

Child Development Associate Credential

The Child Development Associate (CDA) concept is being promoted in North Carolina. The CDA is a national competency-based credential awarded to persons responsible for a group of children, ages three through five. The CDA candidate is assessed on demonstrated knowledge and skill in the six competency areas and thirteen functional areas shown in Chart 1. This credentialing process is serving as a catalyst in communication and cooperation of staff in Head Start centers, public day care centers and private day care centers.

Presently, there are approximately 600 persons, representing 84 counties, enrolled in the CDA process; and approximately 200 persons, representing 44 counties, who have received the CDA credential.

Community College Role

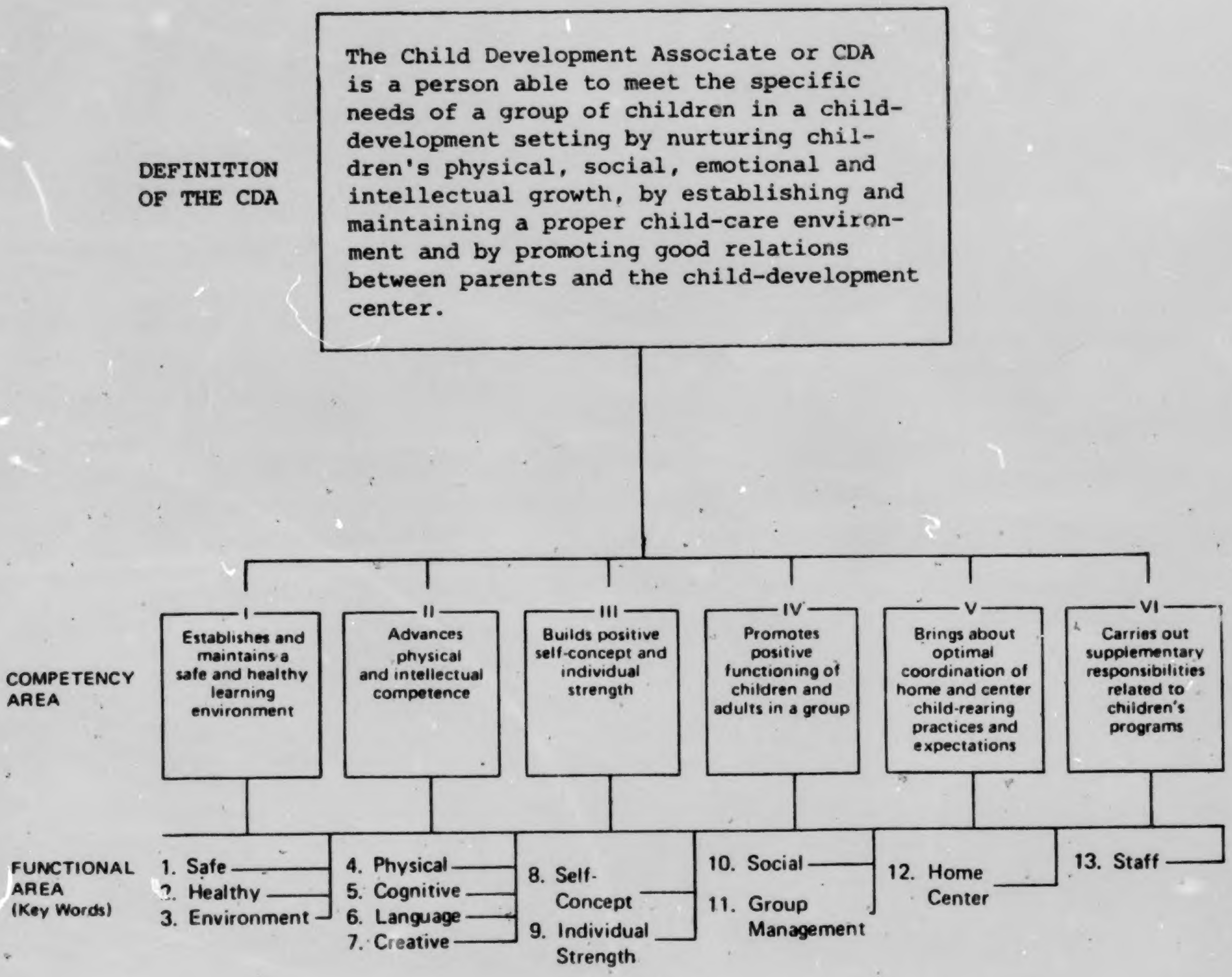
Based on past experience, the community college system is in the position to provide valuable assistance in the areas of staff development and training of child care personnel in private or public day care centers and social institutions. Child care training through the community college system has many advantages including:

1. Providing training to meet the needs of the local day care centers and related social agencies.
2. Planning and implementing such a program would improve articulation efforts between the community college system, other educational systems and related social agencies.
3. Providing a terminal program for those students who have teaching potential but are unable to go beyond the two-year program.

Currently there are twenty-five, two-year child care programs; ten one-year programs; one education aide program and one special education program operating in the system. Enrollment data for 1978-79 and Fall Quarter, 1979-8[illegible] are shown in Table 1.

Chart 1

Six Competency Areas and Thirteen Functional Areas


DEFINITION OF THE CDA
The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child-development setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child-care environment and by promoting good relations between parents and the child-development center.
COMPETENCY AREA
I
Establishes and maintains a safe and healthy learning environment
II
Advances physical and intellectual competence
III
Builds positive self-concept and individual strength
IV
Promotes positive functioning of children and adults in a group
V
Brings about optimal coordination of home and center child-rearing practices and expectations
VI
Carries out supplementary responsibilities related to children's programs
FUNCTIONAL AREA (Key Words)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home Center
13. Staff

*From Toward an Assessment System, Efforts to January, 1975. Child Development Associate Consortium, Washington, D.C. Experimental Edition, 1975.

Table 1

Enrollment Data in Child Care Programs

Curriculum Code/Title	Enrollment	
	Academic Year 1978-79	Fall Quarter 1979-80
T-073 Early Childhood Associate	1442	1036
V-067 Child Care Worker	364	297
*T-118 Education Aide	111	76
*T-151 Special Education	23	27
TOTAL	1940	1436

*Graduates of this program often enter the teacher aide occupation.

Local community colleges and technical institutes and colleges are working with Head Start and day care programs in providing CDA training in the six competency and thirteen functional areas needed by CDA candidates. The institutions are also providing assistance in observation of the CDA candidate demonstrating knowledge and skills in the day care center. Assistance is also being provided in meeting the training needs and inservice needs of aides in the kindergarten programs.

As the demand for more child care personnel training increases, the local community colleges, technical institutes and technical colleges will continue to assist local day care centers, school units and social agencies in meeting the inservice needs of personnel and in providing training for additional personnel.

CURRICULUM ADVISORY COMMITTEE

Through the cooperative efforts of the Occupational Program Services Division, Department of Community Colleges, Home Economics Education and Early Childhood Education, Department of Public Instruction, a competency-based child care/teacher aide curriculum advisory committee was formed. (Refer to Appendix for list of committee members.) The committee, representing child care/teacher aide educators and employees and employers, held its first meeting on December 15, 1976.

The objectives of this committee were to:

1. Develop job titles/descriptions for teacher aides and child care personnel based on a career opportunity survey.
2. Identify tasks employees perform on the job and validate tasks through a survey of employees, employers and educators.

3. Write job competencies for tasks.
4. Write criteria measures for competencies.
5. Develop curriculum standard and curriculum materials based on the competencies.

This publication represents the input and accomplishments of representatives on the committee.

CHAPTER II

COMPETENCY-BASED CURRICULUM DEVELOPMENT PROJECT

INTRODUCTION

The choice of the competency-based approach for curriculum development by the Department of Community Colleges makes the Department a part of the general movement to competency-based education in North Carolina. The competency-based concept is not new to educators, especially in North Carolina. On June 9, 1977, the General Assembly of North Carolina ratified a bill providing for the adoption and use of tests to assure that high school graduates possess skills and knowledge necessary to function in society. In addition, the test provides a means of evaluating the education process and giving it accountability (House Bill 204, Chapter 522, General Statute 115-39A). The North Carolina Competency Testing Program includes tests in reading and mathematics and tests at the competency objective and performance indicator levels. The testing program has been field tested and is now in effect.

The Department of Public Instruction, Division of Vocational Education has been developing and field testing output standards for students enrolled in high school vocational programs. In 1977, the North Carolina General Assembly (House Bill 492, Chapter 490, Article 27A, General Statute 115-229.4) gave to the State Board of Education the responsibility of developing and implementing policies designed to ensure vocational education programs of high quality. One of the policy matters addressed was the establishment of minimum standards, based on employment needs, for vocational education programs with such characteristics as program objectives, skill competencies and supervised on-the-job experience.

The State Occupational Information Coordinating Center is in the process of developing and providing an analysis of job clusters in North Carolina in terms of what to do on the job, what has to be known to do the job, and a listing of institutions that provide training for the job.

Competency-based education and employment analysis is a fact in North Carolina on many levels. The Department of Community Colleges is only one of these levels.

METHODS AND PROCEDURES

Two committees were established for the curriculum. A working committee of instructors from the postsecondary and secondary education systems was used in the development and writing of the curriculum materials. A curriculum committee consisting of employers, employees and the working committee of instructors was appointed to review the curriculum materials and to advise as to the validity of the competencies being develope

The methods and procedures for this project are described on page 3.

A BRIEF EXPLANATION OF EACH STEP IN THE COMPETENCY-BASED CURRICULUM DEVELOPMENT PROCESS

Step A Decide on Curriculum

The curriculum to be developed will be based on the number of offerings in the System and the potential for getting qual persons to assist in the project. Curriculums offered in only one or two institutions will be developed if the institut wishes to assume the responsibility for writing all materials.

Step B Appoint Working Committee

The working committee consists of 3 to 7 people (instructors) from the institutions who are knowledgeable about competen curriculum development and who are committed to the work and who have the support of their institution's administration.

Step C Research & Review Existing Materials

A search of ERIC, V-TECS, and other agencies will be made to determine if materials are available that can be used intact or modified for this System.

Step D Identify & Contract with Project Writer(s)

The working committee may be the writers. However, an individual may be identified to be the principle writer of the materia This person may be employed under a "contractual personal services" arrangement.

Step E Provide Orientation for Working Committee

The Program Development staff person assigned this project will conduct an orientation of the project at the first working session of the committee. The committee members and the writers will be taught how to prepare the materials for the project.

Step F Identify Job Titles & Validate

Identification of job titles will be made through a survey of the employing agencies of the prospective graduates of the program to determine the job titles and descriptions which employers are using.

Step G Identify Major Task Areas & List Tasks

A list of tasks the "employee" performs on the job is to be prepared by the principle writer and/or the working committee. The working committee will review and approve the final list of the tasks to be included in a survey sent to employers, employees, and educators.

Step H Validate Tasks Through Survey of Employers, Employees, & Educators

The task list approved by the working committee will be developed into a survey to be sent to employers, employees, and educators for their evaluation.

Step I Analyze Survey Data and Prepare Recommendations

An analysis of the survey returns will be made to determine which tasks are essential for employment.

Step J Appoint Curriculum Committee of Employers, Employees, & Educators to Review Materials

A curriculum committee consisting of employers, employees, and the working committee of instructors will be appointed to evalu the materials and to advise on any changes.

Step K Write Job Competencies for Tasks

Competencies will be written for each task. The competencies may be written by the working committee or the project writer. The competency will be stated in terms of the job performance requirement.

Step L Write Criterion Measures for Competencies

Criterion measures to judge job performance for each competency will be written by the working committee or the project writer.

Step M Organize Tasks to Job Titles in Career Ladder Concept

The task will be matched to job titles using linear and/or branching technique to indicate which task a person performs in eac job position. These job positions will be organized in a hierarchical position to indicate job levels.

Step N Organize Tasks into Courses & Write Curriculum Course Descriptions

The tasks will be organized into suggested courses. Course descriptions will be written and these course descriptions will be organized into a curriculum model.

Step O Print Draft of Materials

A draft of the materials will be printed to be used in a workshop for the instructors.

Step P Hold Inservice Workshop for Instructors & Advisory Committee to Review Materials

The Program Development staff person assigned to this project will conduct a workshop to familiarize the instructors with the purpose of the competency-based project and the materials produced. The working committee and the advisory committee will assist in the workshop. The workshop participants will provide the final review of the materials.

Step Q Revise Materials

The curriculum materials will be revised in accordance with the recommendations of the instructors and advisory committee.

Step R Publish & Distribute to Institutions

The curriculum materials will be printed and distributed to all institutions in the Community College System.

CAREER OPPORTUNITY SURVEY

Selection of Subjects

A career opportunity survey was conducted to determine the employment opportunities in the care and guidance of children available in North Carolina.

Subjects were selected from each of the twenty-eight early childhood and teacher aide programs offered in the community college system in the fall of 1976. Subjects were randomly selected from the kindergarten and secondary home economics programs in each of the eight educational districts. Other representatives were selected from related state agencies and from the North Carolina Advisory Committee for Home Economics.

Since data collected in this project were not subject to statistical analysis, a purposive sample was utilized and a small sample of twenty-eight community colleges, technical institutes and technical colleges; thirteen kindergarten teachers and aides, home economics teachers, elementary school principals, supervisors, teachers and aides; two university representatives; and twelve related state agencies and day care operators was used. The career opportunity survey was conducted by mail.

Design of Survey

The United States Department of Labor Dictionary of Occupational Titles (D.O.T.) and the United States Office of Education code numbers and occupational titles for occupations in the care and development of children were listed on the career opportunity survey. Respondents were asked to indicate if these career opportunities do exist in North Carolina and also to indicate their opinion as to the level(s) at which the training should be available. (Refer to Appendix for an example of the form used.) The D.O.T. job titles, codes and descriptions were changed after this survey was published and have been adjusted in this study.

Results of the Survey

The 63.6 percent of career opportunity survey forms returned represented a total of 35 respondents, which was predetermined to meet the small sample criteria. The occupational titles selected for the study were based on ten or more responses indicating that training should be available in both the high school and the community college, technical institute or technical college. Occupational titles identified as the training responsibility of high school only or community college, technical institute or technical college only should be analyzed by the respective educational institutions at a later date. (Results of the survey are in the Appendix.)

Career Opportunities Identified

The North Carolina career opportunities in the care and development of children identified by the career opportunities survey were more applicable to child care services and early childhood programs than to teacher aide programs. After this survey was completed, the Child Care/Teacher Aide Curriculum Advisory Committee examined the titles and descriptions and decided that the employer's expectations in these positions did not seem applicable to the survey information. Also, the D.O.T. codes, job titles and descriptions were updated.

Based on the data, the advisory committee recommended that *child care worker* and *child care director* be selected and described as the job titles for this study. Experience in the field may be essential for advanced level employment.

Child Care Worker (D.O.T. 359.677-018). The child care worker assists in organizing and leading activities of young children in day care centers, nursery schools, kindergartens, child development centers and similar organizations assisting in the care and guidance of young children. Duties may include: (1) organizing and participating in games; (2) reading to children; (3) teaching them simple painting, drawing, handwork, songs and similar activities; (4) directing children in eating, resting and toileting; (5) helping children develop habits of caring for own clothing and picking up and putting away toys; (6) maintaining discipline and (7) regulating rest periods. The worker may also serve meals and refreshments to children and assist in preparing food and cleaning quarters.

Child Care Director (D.O.T. 092.137-010). The child care director directs activities of day care center, preschool or other child development facility concerned with the care and guidance of young children. Duties may include: (1) conferring with parents regarding facility activities, policies and enrollment procedures; (2) conferring with teaching staff regarding child's behavioral or learning problems and may recommend methods of modifying inappropriate behavior and encouraging learning experiences; (3) preparing and submitting facility budget to board of trustees, administrative agency or owner for approval; (4) authorizing purchase of instructional materials and teaching aids; (5) interviewing and recommending hiring of teaching and service staff; (6) reviewing and evaluating facility activities to insure conformance to federal, state and/or local regulations;

(7) reviewing and approving menu plans and food purchases. The director may also arrange medical attention for ill or injured child in accordance with parental instructions and perform classroom teaching duties or related activities during absence of child care worker.

CHAPTER III

EARLY CHILDHOOD CURRICULUM

The early childhood curriculum described in this chapter was developed and approved by the North Carolina Department of Community Colleges' Child Care/Teacher Aide Curriculum Committee, consisting of child care/teacher aide educators, employees and employers. (Refer to Appendix for list of committee members.)

The first part of this chapter describes the purpose and need for an early childhood curriculum followed by a listing of competencies and criteria measures, an analysis of tasks, a curriculum model and course descriptions.

Competencies and Criteria Measures

Competencies and criteria measures for this curriculum were developed for child care worker and child care director. Completion of this curriculum should assure that graduates have the basic knowledge or understanding, skill and/or attitude needed for employment as a child care worker or a child care director.

The competencies and criteria measures were based on a task survey by mail to child care directors and child care workers in 481 day care centers (randomly selected) and 100 educators/consultants. Total survey response was 285 which included 110 child care directors, 101 child care workers and 74 educators/consultants. Results of the survey and computer analysis of the tasks are included in the Appendix.

Curriculum Model and Course Descriptions

The curriculum model is based on the competencies identified and recommendations of the curriculum committee. This model accounts for the basic competencies needed to be successful as a child care worker or child care director in North Carolina. This proposed "model" curriculum cannot take into account the interests, needs, devices and uniqueness of the students in terms of their own individuality or in terms of the different types of centers or programs in which they will be working. The basic concepts are included but the curriculum should be adjusted to fit the needs and strengths of the individual. Success of the curriculum depends on input from the local community - day care directors and workers, children to be served by this program, participants in the program and secondary and postsecondary educational systems.

A course description has been included for the technical, related and general education courses suggested for the curriculum.

PURPOSE OF CURRICULUM

The Early Childhood curriculum is designed to prepare individuals to work with programs and/or centers concerned with the care and development of infants and young children. This curriculum offers two exit points. The individual can exit at the completion of four quarters of study with a diploma and at the completion of the total curriculum with an Associate in Applied Science degree. This curriculum provides for full-time course work or a sequence of courses to meet the needs for entering, upgrading or retraining in child care facilities.

Through study and application in such areas as the developmental stages of children, physical and nutritional needs of children, communication techniques to use with children and care and guidance of children in the home, the individual will be able to function effectively in various programs and/or centers dealing with young children. (Refer to Chart on page 55.)

CAREER OPPORTUNITIES

Job opportunities as assistants to child care personnel, child care worker and child care director are available in such areas as day care centers, nursery schools, kindergartens, child development centers, hospitals, rehabilitation clinics, evaluation clinics, camps and recreational centers. The individual may choose to work with exceptional children, as an assistant to a kindergarten teacher or organize and operate a child care facility as a private enterprise.

Refer to information in Chapter II for an analysis of the career opportunity survey conducted in this project and the job description for child care worker and child care director.

COMPETENCIES AND CRITERIA MEASURES
FOR CHILD CARE WORKER

TOPIC: I. ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT

TASK: Be alert to potential hazards in or outside of the building.

COMPETENCY: The individual demonstrates good safety practices.

CRITERIA: Can the individual identify potential hazards and steps to correct them which meet licensing requirements and standards?

TASK: Supervise and promote good habits in eating, resting and toileting.

COMPETENCY: The individual practices good health habits.

CRITERIA:

1. Does the individual model positive health habits?
2. Can the individual develop a list of good health practices for young children and ways to teach them?

TASK: Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administers first aid, practices fire drills.

Recognize signs of illness in children and follow through appropriately: i.e., refers partent to doctor or other community health source.

COMPETENCY: The individual understands the basic first-aid techniques, childhood illnesses and policies to follow when necessary.

CRITERIA:

1. Does the individual administer routine first-aid and attend sick or injured children?
2. Is the individual aware of childhood illnesses?
3. Can the individual follow appropriate procedures in emergency situations?

TASK: Talk to children while eating to establish positive attitudes toward food, develop table manners and develop hygiene habits.

COMPETENCY: The individual is conscious of his/her attitude toward eating and food, table manners and hygiene habits and relates in a positive manner to children during meals and snacks.

The individual helps children develop interest in food, table manners and hygiene.

The individual uses eating and food as a means of providing experiences which stimulate learning and contribute to the development of the total child.

The individual demonstrates an understanding of the importance of the environment in the establishing of good food habits.

CRITERIA:

1. Does the individual model good dietary habits?
2. Does the individual create a pleasant atmosphere for meals?
3. Can the individual demonstrate the ability to prepare children for meals and snacks?
4. Can the individual provide food experiences which contribute to the physical, mental, social and emotional growth of children?

TASK: Organize classroom into usable learning areas such as block building, dramatic play, music, book corner, etc., which allow maximum use of space and equipment.

COMPETENCY: The individual can plan the physical arrangement of a room and organize equipment in a room which provides for a safe and healthy learning environment.

CRITERIA:

1. Does the individual understand the utilization of space as it relates to safe and healthy learning experiences?
2. Can the individual organize and maintain a safe and healthy learning environment for various activities?

TASK: Maintain an orderly environment for activities.

COMPETENCY: The individual understands the activity lines established within a learning center and practices safety and health rules in a carefully planned and supervised environment.

CRITERIA:

1. Does the individual demonstrate good safety practices?
2. Does the individual demonstrate the ability to maintain a safe, orderly and healthy physical environment for activities within the center?

TASK: Plan long and short range objectives for the group on the needs of the children.

COMPETENCY: The individual plans long- and short-range objectives to provide an environment conducive to learning and appropriate to the developmental level of the children.

CRITERIA:

1. Does the individual demonstrate the ability to meet needs of children as determined by observation of the children?
2. Does the individual understand the importance of group interaction and individual needs of children?

TASK: Perform housekeeping duties to keep room clean, orderly and free from clutter.

COMPETENCY: The individual follows the proper procedures for keeping the children's physical environment clean, orderly and free from clutter.

CRITERIA:

1. Is the individual aware of the need for cleanliness and orderliness in a child's environment?
2. Does the individual provide for regular maintenance of the physical environment?

TASK: Serve meals and refreshments to children.

Assist in food preparation and service, if necessary.

COMPETENCY: The individual can prepare and serve food for young children, when necessary.

CRITERIA: Can the individual measure the food service delivery system using the child care (state) standards for sanitation and nutrition?

TASK: Select materials and equipment to use in fostering sensory development of children.

COMPETENCY: The individual exhibits the ability to use the type of materials and equipment needed to enhance sensory development in children, giving consideration to health and safety factors.

CRITERIA:

1. Can the individual locate appropriate materials and equipment?

2. Does the individual demonstrate the ability to use the appropriate materials and equipment?

3. Does the individual demonstrate the ability to implement activities and experiences good for sensory development in children?

TASK: Regulate rest periods.

COMPETENCY: The individual establishes a schedule that includes rest periods designated to meet the health and safety needs of children.

CRITERIA: Can the individual develop a daily schedule which provides for adequate rest periods?

TASK: Participate in planning and assist in developing educational material.

COMPETENCY: The individual understands the developmental needs of children served within the center and demonstrates the ability to meet those needs as related to health and safety.

CRITERIA:

1. Can the individual work with other individuals in planning and developing materials?

2. Does the individual demonstrate the ability to prepare materials?

TASK: Be responsible for seeing that facility and supplies are in good working condition.

COMPETENCY: The individual demonstrates the ability to maintain a safe and healthy physical environment which meets licensing standards for child care programs.

The individual can establish a maintenance schedule.

CRITERIA:

1. Does the individual know how to create good working conditions?

2. Can the individual accept responsibility?

3. Does the individual understand health and safety licensing standards for day care facilities?

4. Can the individual develop a maintenance schedule?

TASK: Keep resource file of teaching materials.

COMPETENCY: The individual is familiar with the techniques used to compile teaching materials in the area of health and safety for young children.

CRITERIA:

1. Can the individual collect and file materials?
2. Does the individual understand the usefulness of resource materials about health and safety?

TASK: Make equipment, toys, games, etc., that are needed when commercial items aren't available.

Repair broken toys, torn books or other items.

COMPETENCY: The individual demonstrates the ability to collect and prepare homemade materials for a variety of activities which can be substituted for commercial materials.

The individual demonstrates the ability to repair broken or torn materials.

CRITERIA:

1. Can the individual demonstrate how to make materials appropriate for young children?
2. Does the individual demonstrate the ability to repair broken toys, torn books and other items?

TASK: Arrange for field trips.

Arrange for visits to classroom by persons in community, i.e., policeman/woman, librarian, nurse, etc.

COMPETENCY: The individual follows policies and proper procedures when arranging for field trips or visits to the center by persons in the community.

CRITERIA:

1. Does the individual plan for trips that stimulate growth and development of children under safe and healthy conditions?
2. Is the individual familiar with health and safety community agencies and personnel?

TASK: Operate audiovisual equipment including film, filmstrip, overhead and opaque projectors.

COMPETENCY: The individual can safely operate various types of audiovisual equipment.

CRITERIA:

1. Does the individual set up and/or prepare the equipment and media for smooth operation?

2. Does the individual operate equipment safely and efficiently?

TOPIC: II. ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

TASK: Be aware of individual needs of children within the group, including exceptional children.

COMPETENCY: The individual recognizes the developmental patterns of children and has the ability to utilize this knowledge in guiding the physical, social and emotional growth of children.

CRITERIA:

1. Can the individual evaluate individual levels of development in children?
2. Does the individual use the level of materials, activities and experiences that aid in understanding the needs of each child?

TASK: Read stories to children.

COMPETENCY: The individual can read stories to children clearly and with expression

CRITERIA:

1. Does the individual read stories with clarity and expression?
2. Does the individual read stories to children utilizing techniques for holding his/her interest?

TASK: Stimulate language development.

COMPETENCY: The individual uses a technique for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

CRITERIA:

1. Is the individual a good model for correct pronunciation and word usage for young children?
2. Does the individual provide an environment which will stimuate a child to use language?
3. Does the individual implement activities which help a child learn new words and appropriate language usage?

TASK: Relate positively to child while performing tasks such as: diapering, toileting, bathing, dressing, recognizing and treating illness and feeding.

Infant care - maintain nurturing caregiving by holding infant while feeding, stimulate by cuddling and talking, meet physical needs such as diapering and changing positions periodically.

Toddlers - foster learning by allowing freedom to crawl, explore, touch and taste environment, stimulate language by talking, reading, singing and playing music.

COMPETENCY: The individual has the ability to care for the physical needs of the child.

The individual can select language activities suitable for toddlers.

The individual responds with interest as the child explores the environment.

CRITERIA:

1. Does the individual provide for the child's basic impulses to explore the physical environment?
2. Does the individual demonstrate the ability to provide for the basic physical and emotional needs of infants:
    a. Changing infant's diapers
    b. Bathing an infant
    c. Preparing formula and feeding an infant from a bottle
    d. Preparing and introducing solid foods to an infant
    e. Showing love and affection toward infants
    f. Preparing an infant for rest or nap period
3. Does the individual demonstrate the ability to utilize conversation, reading and music to stimulate language development.

TASK: Encourage free play for outdoor and indoor acitivites.

COMPETENCY: The individual can assist the child with play activities.

The individual can help the child cope with conflicting needs for independence and dependence.

CRITERIA:

1. Does the individual understand the importance of play to children?
2. Can the individual plan appropriate play activities for children?
3. Can the individual develop appropriate procedures to follow for helping children cope with independence versus dependence dilemma?

TASK: Encourage child to be creative in areas of painting, drawing, handwork, songs and dramatic activities.

COMPETENCY: The individual uses the kind of materials and experiences that encourage creativity in the areas of arts, crafts, songs and dramatic activities.

CRITERIA:

1. Does the individual demonstrate an understanding of the value of art experiences to children and the ability to plan creative art activities in the areas of painting, drawing and handwork.
2. Does the individual demonstrate the ability to encourage children to participate in musical activities?
3. Does the individual demonstrate the ability to encourage children to participate in dramatic activites?
4. Does the individual provide appropriate materials for creative activities?

TASK: Plan daily for general and individualized learning activities including exceptional children.

COMPETENCY: The individual conducts classroom activities in an organized manner according to plans.

CRITERIA: Can the individual organize daily plans for a preschool group of children which includes specific learning activities for individual children?

TASK: Allow for child to use basic impulses to explore the physical environment and master problems that require skill and body coordination.

COMPETENCY: The individual recognizes and employs for the child's basic impulses to explore the physical environment and master the problems that require skillful body coordination.

CRITERIA:

1. Does the individual have the ability to provide a safe learning environment in which the child is free to explore the physical surroundings?
2. Can the individual provide activities which challenge children and require physical skill and body coordination?
3. Can the individual choose and maintain safe indoor/outdoor playground equipment and activites?

4. Does the individual devise games which challenge physical skill?

TASK: Establish and maintain interest centers appropriate to developmental needs of each age group.

COMPETENCY: The individual can identify interest centers that help children fulfill curiosity, gain mastery and progress toward higher levels of achievement.

CRITERIA:

1. Does the individual display knowledge of the concepts and skills needed in effective interest centers?
2. Is the individual aware of the necessary equipment and supplies needed in the center to encourage exploring, experimenting and questioning?
3. Does the individual have the ability to assemble necessary equipment and supplies for implementation of the interest center?
4. Can the individual set limits of acceptable behavior in interest centers?

TASK: Make available materials and equipment that develop both large and small motor skills.

COMPETENCY: The individual knows and uses the materials and equipment that provide for motor skill development in children.

CRITERIA: Does the individual demonstrate the ability to select and provide indoor and outdoor materials and equipment to facilitate large and small muscle develpment and coordination?

TASK: Plan a program to appropriately meet individual needs.

COMPETENCY: The individual can plan a program for children which meets the physical and intellectual needs of each.

CRITERIA:

1. Can the individual evaluate the physical and intellectual developmental levels of each child?
2. Can the individual select and use the appropriate evaluation tools?
3. Does the individual apply the appropriate planning techniques in developing a program?

TOPIC: III. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

TASK: Provide an atmosphere where the child can work cooperatively as well as independently.

COMPETENCY: The individual recognizes the need to provide an environment in which the child can grow toward a sense of positive identity.

CRITERIA:

1. Does the individual demonstrate skill in working cooperatively with others?
2. Does the individual demonstrate skill in working independently?
3. Can the individual provide the type of environment that meets the developmental needs of the child?

TASK: Encourage the child to develop habits of caring for own clothing, picking up and putting away toys and books.

Encourage the child to care for personal items, i.e., coats, hats, etc., through proper use and storage.

COMPETENCY: The individual creates an environment which enables the child to accept responsibility for his/her own needs and to value orderliness and care of personal items, toys and books.

CRITERIA:

1. Does the individual use continuous praise to improve and/or maintain good habits?
2. Can the individual communicate the purposes of developing habits of caring for items?
3. Does the individual demonstrate proper use and storage of items?

TASK: Select appropriate guidance techniques to use for a given problem situation: i.e., anger, jealousy, fear, anxiety, depression, sorrow, over-active behavior, etc.

Provide means in which the child can find acceptable ways of expressing negative feelings.

COMPETENCY: The individual uses guidance techniques in dealing with a child's behavior that are positive and enhance the child's self-image.

CRITERIA: Can the individual deal with individual differences in children's style and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to the individual needs by using a variety of teaching methods and by maintaining flexible, progressive expectations?

TASK: Provide an accepting environment allowing the child to grow toward a sense of positive identity as boys/girls, as members of the family and ethnic groups.

COMPETENCY: The individual can provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl, as a member of the family and ethnic groups and as a competent individual with a place in the child community.

CRITERIA:

1. Can the individual plan activities that boys and girls enjoy and do interchangeably?
2. Does the individual plan activities which avoid ethnic and sex stereotyping?
3. Does the individual demonstrate a basic understanding of self?

TASK: Provide a balance of experiences that bring successes and challenges.

COMPETENCY: The individual approaches various experiences objectively and will recognize his/her own limitations.

CRITERIA:

1. Is the individual aware of individual differences in children's style and pace of learning?
2. Can the individual give direct, realistic affirmation to the child's skills, initiative and responsibility in terms of the child's actual behavior?

TASK: Provide experiences with and for each child on an individual basis.

Encourage the child to know, accept and appreciate herself/ himself as an individual.

COMPETENCY: The individual plans and implements activities and experiences based on each child's individual needs as determined through the use of various evaluation and observation techniques.

CRITERIA:

1. Does the individual demonstrate the ability to relate to a variety of personalities?

2. Can the individual respond with interest to a child's knowledge, acceptance and appreciation of himself/herself as an individual?

TASK: Encourage child to put on shoes so that shoes are on the right feet; teach child how to tie shoes.

COMPETENCY: The individual recognizes the child's psychomotor skills and maintains flexible, progressive expectations of the child in performing these skills.

CRITERIA:

1. Does the individual affirm the child's skill in terms of the child's actual behavior?

2. Does the individual respond with interest to the child's accomplishments?

TOPIC: IV. POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP ENVIRONMENT

TASK: Be responsible for a given number of children grouped together for most of the day.

Be responsible for the whereabouts of each child within his/her charge at all times.

COMPETENCY: The individual has the ability to organize for the physical and emotional needs of a specified group of children.

The individual has the ability to plan and apply appropriate learning activities for a specified group of children.

CRITERIA:

1. Does the individual assume responsibility when working with children?
2. Does the individual enjoy working with a group of children?

TASK: Provide a reasonable system of limits so child can respect rights and property of others. These limits are practiced by both child and adult.

COMPETENCY: The individual can establish and implement a system of limits which helps children learn to respect the rights and property of others.

CRITERIA:

1. Can the individual establish rules with the group that are understood and accepted by children and adults?
2. Does the individual provide a positive routine in working with children and adults?

TASK: Supervise playground activities.

COMPETENCY: The individual is aware of the play activities of all children and aware of the potential hazards that may develop during play activities?

CRITERIA:

1. Does the individual demonstrate supervisory techniques during play activities?
2. Can the individual interact with specific children while supervising a group of children?
3. Does the individual make sure that growth and development through play takes place in a positive way?

TASK: Organize and participate in games.

COMPETENCY: The individual organizes games to provide the opportunity for children to play and work together and share experiences and responsibilities with adults.

The individual participates in games with children and creates a positive atmosphere through example and attitude of working, playing and sharing.

CRITERIA:

1. Can the individual choose appropriate games?
2. Does the individual participate in games?
3. Does the individual interact positively with adults and children?

TASK: Set up daily work schedule in cooperation with director and other staff members.

COMPETENCY: The individual cooperates with others in planning daily work schedule.

CRITERIA:

1. Does the individual know how to develop a daily work schedule for a day care center?
2. Does the plan include all activities and routines likely to occur during the day in a center?
3. Can the individual follow directions?
4. Can the individual work with others?
5. Is the individual willing to share responsibilities with other adults?

TOPIC: V. COORDINATION OF HOME AND CENTER, CHILD-REARING PRACTICES AND EXPECTATIONS

TASK: Attend all staff meetings and parent meetings.

COMPETENCY: The individual will assume leadership roles in the area of child care.

CRITERIA:

1. Is the individual active in staff and parent meetings?
2. Does the individual assume leadership responsibility for activities in meetings?
3. Does the individual analyze his/her own capabilities and the needs in child care in making decisions regarding personal contributions to child care?

TASK: Establish rapport with each parent and keep well informed of the status of the child.

Contact parents of child who has been absent for two or more days (or follow policy of center).

COMPETENCY: The individual will establish rapport with parents associated with the child care center.

The individual will be aware of parents' concerns and desires for their children.

CRITERIA:

1. Does the individual demonstrate the ability to relate to others?
2. Does the individual understand the need to communicate effectively?
3. Is the individual sensitive to the needs of others?
4. Is the individual an effective communicator?
5. Does the individual demonstrate the ability to establish a positive climate within the work area?

TASK: Follow policy to inform parents of planned field trips.

COMPETENCY: The individual can comply with policy.

CRITERIA:

1. Does the individual take a constructive position in support of the center or program?

2. Does the individual follow rules and regulations of the center or program?

TASK: Conduct individual parent-teacher conferences each year.

COMPETENCY: The individual can plan and conduct individual parent-teacher conferences, when needed.

CRITERIA:

1. Can the individual determine the need for individual conferences and the information that needs to be discussed?

2. Does the individual demonstrate the ability to execute parent-teacher conferences?

TOPIC: VI. SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

TASK: Maintain open communication with director of center in daily planning.

COMPETENCY: The individual uses communication skills effectively.

CRITERIA:
1. Does the individual demonstrate skill in establishing and maintaining open communication?
2. Is the individual clear, concise and consistent in communicating written, oral and nonverbal messages?
3. Does the individual use appropriate verbal and nonverbal skills?

TASK: Maintain necessary records on children as mandated by law or deemed valuable by parents or personnel in the center.

COMPETENCY: The individual can select appropriate (required) records and complete these records according to instructions.

CRITERIA:
1. Is the individual clear, concise and consistent when writing?
2. Does the individual demonstrate the ability to follow directions?
3. Does the individual demonstrate an understanding of the importance of confidentiality?
4. Does the individual understand the importance of maintaining accurate records?

TASK: Cooperate with social worker and/or other community resource persons concerning adjustment problems of a child whenever indicated.

COMPETENCY: The individual recognizes children's adjustment problems in a new environment and if needed, can obtain appropriate support service.

CRITERIA:
1. Does the individual demonstrate the ability to make objective observations?

2. Does the individual display knowledge of the different types of services, agencies and facilities - public or private - for children including those for exceptional children?

TASK: Attend workshops, meetings, classes for professional improvement.

COMPETENCY: The individual will assume responsibility for his/her own continuous personal and professional growth.

CRITERIA:

1. Does the individual avail him/herself of opportunities for personal growth?
2. Does the individual avail him/herself of opportunities for professional growth?

TASK: Plan for and inform volunteers, aides and others in his/her immediate supervision of their daily responsibilities.

Plan daily program and areas of responsibility for those working in the center.

Supervise, guide and involve the assistant or volunteer in all class plans and follow-through.

COMPETENCY: The individual will plan with persons under his/her immediate supervision daily activities that meet every child's individual needs within a happy learning environment.

CRITERIA:

1. Does the individual work cooperatively with others in planning?
2. Does the individual demonstrate leadership ability?
3. Can the individual clearly explain to others their responsibilities in the work situation?
4. Does the individual demonstrate the ability to assign workers' to task and responsibilities with consideration to individual skills and abilities of each worker?
5. Can the individual plan daily programs that meet needs of children in the center?

TASK: Maintain progress reports on each child.

COMPETENCY: The individual will maintain complete and accurate records of each child's progress - medically and developmentally.

CRITERIA:

1. Can the individual accurately file reports?
2. Does the individual demonstrate the ability to observe a child's progress in the areas of motor skills, language skills and socialization skills.
3. Does the individual demonstrate the ability to file medical reports on the child?

TASK: Assist in recruiting volunteers for the center.

COMPETENCY: The individual will skillfully communicate the need for volunteers in the child care center and is persuasive in enlisting community persons to volunteer.

CRITERIA:

1. Does the individual demonstrate skill in establishing and maintaining open communication?
2. Does the individual demonstrate the ability to use recruiting techniques?

COMPETENCIES AND CRITERIA MEASURES
FOR CHILD CARE DIRECTOR

TOPIC: I. ADMINISTRATION

TASK: Assume major responsibility for the operation of the center.

COMPETENCY: The individual will assume the leadership role in coordinating an efficient, cost-effective child care center that meets licensing standards.

The individual will realistically evaluate, obtain and allocate human, fiscal and material resources for the child care center and program.

CRITERIA:

1. Can the individual identify the operations involved in a child care center?
2. Can the individual interpret the policies and procedures relating to child care centers?
3. Does the individual demonstrate the ability to realistically allocate available resources in accordance with the goals of the center and program?

TASK: Provide leadership in planning, organizing and staffing.

COMPETENCY: The individual will assume leadership responsibility in planning, organizing and staffing the child care center and program.

CRITERIA:

1. Can the individual relate positively to others in program planning and center organization?
2. Can the individual evaluate existing human, fiscal and material resources available for the child care center and program?
3. Can the individual summarize and communicate data to be used in planning and organizing?
4. Can the individual implement plans?
5. Can the individual identify potential sources or develop proposals to secure new human and material resources?

TASK: Be responsible for insurance policies, licensing, certification and yearly inspection.

COMPETENCY: The individual will assume the responsibility for providing adequate insurance coverage for staff and center, for meeting day care licensing and certification requirements and for obtaining necessary inspections of center and program.

CRITERIA:

1. Does the individual demonstrate knowledge of insurance companies and policies needed to protect staff and center?

2. Does the individual demonstrate knowledge of local, state and federal licensing and certification requirements necessary for center and individuals within the center?

3. Can the individual identify persons, agencies or organizations that should annually inspect the center or program?

TASK: Inaugurate and supervise a program which is in accordance with established policies.

COMPETENCY: The individual will evaluate existing child care program(s) and retain, modify or delete the program(s) or initiate new program(s).

CRITERIA:

1. Can the individual identify the strengths and weaknesses of the child care program in relation to the goals and objectives?

2. Based on evaluative data, does the individual decide in cooperation with others whether to retain, modify or delete the existing program or initiate new programs?

3. Does the individual communicate the need for program development?

4. Can the individual implement and supervise a program?

TASK: Administer and develop the total program of day care services.

COMPETENCY: The individual will develop a quality program for providing day care services.

CRITERIA:

1. Does the individual demonstrate knowledge of administration and program development techniques?

2. Can the individual locate available resources needed for providing day care services?

3. Can the individual research and review existing theories and models in relation to program planning?

4. Can the individual continuously develop and modify child care programs in relation to stages in the life cycle in order to meet the needs of specific groups?

TASK: Support, facilitate and improve service within policies approved by the board.

COMPETENCY: The individual will develop a personal/professional philosophy in providing quality day care services.

CRITERIA:

1. Does the individual communicate a personal/professional philosophy that relates to identified support, facilitation and improvement of child care services based on approved board policies?

2. Is the individual's behavior consistent with what he/she has communicated as personal/professional philosophy?

TASK: Establish a means of contact between parent and staff.

Help plan parent meetings and parent involvement: hold parent conferences (in person or by phone) regularly.

COMPETENCY: The individual will analyze, evaluate and plan actions that influences the well-being of individuals associated with the child care center.

CRITERIA:

1. Can the individual assess issues affecting the well-being of individuals?

2. Can the individual choose appropriate communication networks for individuals associated with the center?

TASK: Maintain records related to staff, children, legal data reports.

COMPETENCY: The individual will maintain complete and accurate records on the child care center and on the staff members and children within the center.

CRITERIA:

1. Can the individual identify the types of reports needed?

2. Can the individual demonstrate the ability to manage files?

TASK: Help board develop sound operating policies and recommend changes and improvements.

COMPETENCY: The individual will formulate and communicate internally, consistent policies for the child care center and program.

CRITERIA:

1. Can the individual identify and support basic beliefs about the care and guidance of children in society?
2. Can the individual identify child care conditions and needs prevalent in contemporary society?
3. Does the individual communicate professional beliefs about the meaning, scope and function of child care centers and programs?

TASK: Act as a liaison between board of directors and staff.

COMPETENCY: The individual will use communication skills to facilitate understanding between the board of directors and the child care center staff.

CRITERIA:

1. Does the individual demonstrate skill in establishing and maintaining open communication?
2. Does the individual demonstrate skill in interpreting current issues?

TASK: Maintain public relations and/or rapport with center, church staff and congregation, sponsoring agency or community.

COMPETENCY: The individual will maintain good public relations with other individuals, agencies and organizations associated with the child care center.

CRITERIA:

1. Does the individual cooperatively plan with other individuals, agencies and organizations for the benefit of the child and the center?
2. Does the individual maintain open communication with other individuals, agencies and organizations relating to the child care center operation?

TASK: Compile a well-defined job description for each position.

COMPETENCY: The individual can write a job description.

CRITERIA:

1. Does the individual demonstrate the ability to identify job responsibilities and roles?
2. Is the individual aware of rules and regulations governing child care centers?
3. Can the individual follow the format designed for compiling a job description?

TASK: Purchase equipment and supplies.

COMPETENCY: The individual will assess needs and obtain equipment and supplies within a budget.

CRITERIA:

1. Can the individual evaluate needs for equipment and supplies?
2. Can the individual identify potential sources of vendors?
3. Does the individual realistically use fiscal resources in making purchases?

TASK: Receive fees and issue receipts and keep accurate record of payments.

Follow through on any unpaid tuition.

COMPETENCY: The individual can maintain a balanced budget and keep accurate records.

CRITERIA:

1. Can the individual establish a method for handling funds - incoming and outgoing?
2. Can the individual establish a method for collecting delinquent accounts?

TASK: Work closely with officers and members of the board, attend all board meetings, and participate in work of appropriate committees.

Be available to attend meetings in the community which are directly or indirectly related to the preschool child.

COMPETENCY: The individual will demonstrate the ability to fulfill the role of child care director as a facilitator of learning, counselor, team member, communicator and interpreter and a liaison with the community.

CRITERIA:

1. Does the individual demonstrate the interpersonal relationship skills necessary for the child care center and program?
2. Does the individual demonstrate skill in establishing and maintaining open communication?
3. Can the individual present accurate information on the operating structures, recording and reporting systems, policies and regulations of the child care center and program?
4. Does the individual demonstrate the ability to interpret and follow directions?
5. Can the individual describe the various roles expected of the child care director in operating the center and program?

TASK: Attend workshops, meetings, classes for professional improvement.

COMPETENCY: The individual will assume responsibility for his/her own continuous personal and professional growth.

CRITERIA:

1. Does the individual take advantage of opportunities available for personal growth?
2. Does the individual take advantage of opportunities available for professional growth?

TASK: Order professional materials for staff use.

COMPETENCY: The individual will establish and maintain an environment that provides for achievement of objectives.

CRITERIA:

1. Does the individual plan, organize and evaluate the use of resources by staff members.
2. Does the individual encourage the assistance of staff members in management of the educational and professional environment?
3. Does the individual provide opportunities for staff members to take responsibility for their own personal and professional goals?

TASK: Be aware of all local persons in the community who would serve as referral agents for special problems in the area of the physical, mental or emotional development.

COMPETENCY: The individual will assume leadership in coordinating needs of children in the center with individuals, agencies and organizations that can be of assistance.

CRITERIA:

1. Can the individual identify programs, individuals, agencies and organizations that provide for special needs of children?
2. Does the individual contact representatives from identifed programs, agencies and organizations to determine resources available, rules and regulations, procedures and ability to assist?

TASK: Interpret the service to the community.

COMPETENCY: The individual will demonstrate the ability to fulfill the role of child care director as a communicator and interpreter and a liaison with the community.

CRITERIA:

1. Can the individual use various channels for the communication and interpretation of the child care center and program?
2. Can the individual explain the operating structure, purpose of services, policies and regulations of the child care center and program?

TASK: Give regular report to board of directors.

COMPETENCY: The individual will collect, analyze and present relevant information that has implications for the child care center and program.

CRITERIA:

1. Does the individual demonstrate the ability to sort out relevant issues for board information?
2. Can the individual make a positive presentation?

TASK: Submit an annual projected operating budget.

COMPETENCY: The individual will formulate flexible, short- and long-range budget(s) for programs, staff and facilities.

CRITERIA:

1. Can the individual examine enrollments, costs and evaluative data from the past year, three years or five years and project the needs of the child care center and program?
2. Does the individual share plans and justifications with others involved in order to obtain suggestions?
3. Can the individual modify plans using suggestions of others?
4. Can the individual identify staffing and facilities needed to implement plans?

TASK: Supervise and plan with volunteers (enlist and train if needed).

COMPETENCY: The individual can effectively utilize volunteers in the child care center.

CRITERIA:

1. Can the individual identify potential sources of support for the center?
2. Can the individual develop proposals to secure new human resources?
3. Can the individual utilize available human resources in accordance with goals of the child care program?

TASK: Personally responsible for the enrollment of all children.

COMPETENCY: The individual will assume leadership in coordinating and evaluating the enrollment procedures of children in the day care center.

CRITERIA:

1. Can the individual systematically assess the enrollment procedures and needs of the center; i.e., social history, center policies, medical forms, evaluation studies on special needs of the child and financial statement from the parent(s).
2. Can the individual analyze cause and effect relationships of the environment and the needs of the children?
3. Is the individual sensitive to the need for the child's entry into the child care center to be a good experience?

TASK: Supervise the transportation of children to and from school, field trips, etc.

COMPETENCY: The individual will assume the responsibility for establishing a transportation system for the center.

CRITERIA: Can the individual collect and analyze essential data for development of a transportation plan?

TASK: Coordinate the cleaning activities of the center.

COMPETENCY: The individual will assume responsibility for planning and controlling the maintenance operation of the center.

CRITERIA:

1. Can the individual develop a housekeeping plan for the child care center that meets building and health licensing or sanitation codes?
2. Can the individual survey the cleaning needs of the center and delegate tasks for accomplishing the cleaning?

TASK: Bring to the attention of the board any scholarship needs.

Solicit funds (donations, private and civic; federal and private grants; etc.).

COMPETENCY: The individual will assume responsibility for establishing scholarships and for fund-raising activities.

CRITERIA:

1. Can the individual collect and analyze financial needs of children within the center and develop a scholarship policy for board approval?
2. Can the individual identify financial needs and develop a means to involve individuals or groups in the process of raising funds?
3. Can the individual identify potential sources of support?
4. Can the individual develop proposals to secure funding?

TOPIC: II. SUPERVISION

TASK: Establish and maintain a means of open communication with total staff on a daily basis.

COMPETENCY: The individual uses communication skills effectively.

CRITERIA:

1. Does the individual demonstrate skill in establishing and maintaining open communication?

2. Is the individual clear, concise and consistent in communicating written, oral and nonverbal messages?

3. Does the individual use appropriate verbal and noverbal skills?

TASK: Select and supervise staff.

COMPETENCY: The individual will realistically evaluate, obtain and allocate personnel for child care programs.

The individual will supervise others engaged in program planning.

CRITERIA:

1. Can the individual evaluate existing personnel available for child care programs?

2. Can the individual identify potential sources of personnel support?

3. Can the individual develop proposals to secure new personnel?

4. Can the individual realistically allocate available personnel in accordance with the goals of the program?

5. Can the individual direct others?

6. Can the individual relate positively to others?

7. Can the individual clearly communicate to others?

8. Does the individual demonstrate a variety of techniques for helping others to grow in self-confidence and ability to assume various leadership roles?

TASK: Evaluate staff.

COMPETENCY: The individual will engage in appraisal of staff's personal and professional growth as related to the child care program.

CRITERIA:

1. Does the individual systematically assess personal stengths and weaknesses of the staff members?
2. Does the individual systematically assess the professional strengths and weaknesses of the staff member?

TASK: Visit classroom frequently.

COMPETENCY: The individual knows the importance of and makes time available for classroom visitations.

CRITERIA:

1. Does the individual show interest in the work of personnel under his/her supervision?
2. Does the individual cooperate with personnel under his/her supervision?

TASK: Clearly define the allocation of authority within the center.

COMPETENCY: The individual can delegate authority.

CRITERIA:

1. Does the individual perform in the professional role in a manner as recognized by staff as being responsible and ethical?
2. Does the individual take a constructive position in support of the staff?
3. Does the individual assume leadership responsibility?

TASK: Serve as a resource person in class planning.

COMPETENCY: The individual will engage in self-appraisal of personal and professional growth as related to the ability to plan programs.

CRITERIA:

1. Can the individual relate positively to others in program planning leadership roles?
2. Does the individual's self-perception in the program planning role match the perception of others?

3. Can the individual summarize and communicate relevant background data to be used in program planning?

4. Can the individual guide others and facilitate the development of programs?

5. Does the individual accept from others constructive suggestions in order to strengthen program planning?

TASK: Coordinate staff development and encourage attendance at professional conferences.

COMPETENCY: The individual will assume responsibility for providing for the continuous personal and professional growth of staff members.

CRITERIA:

1. Does the individual formulate and use plans for personal and professional self-improvement?

2. Does the individual possess knowledge of means through which personal and professional objectives can be promoted?

3. Does the individual provide for the staff opportunities for personal growth?

4. Does the individual provide for the staff opportunities for professional growth?

TASK: Work and plan with teacher-parent group.

COMPETENCY: The individual will analyze, evaluate and plan actions that influence the well-being of individuals associated with the child care center.

CRITERIA:

1. Can the individual assess issues affecting the well-being of individuals?

2. Can the individual choose appropriate ways of becoming involved in action influencing the well-being of other individuals?

TASK: Arrange for staff to visit other preschool programs.

COMPETENCY: The individual will assume leadership in coordinating and/or integrating child care programs with other programs, agencies and organizations.

CRITERIA:

1. Can the individual identify programs, agencies and organizations that deal with knowledges and skills in child care?

2. Does the individual contact representatives from identified programs, agencies and organizations to exchange goals and objectives, to determine commonalities and to avoid duplication of efforts?

3. Does the individual maintain good public relations and cooperation with other programs, agencies and organizations?

TOPIC: III. DIRECT SERVICES TO CHILDREN

TASK: Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administer first aid, practice fire drills.

COMPETENCY: The individual can handle emergency situations expediently and in accordance with local and state legal restrictions.

CRITERIA:

1. Does the individual demonstrate the ability to obtain appropriate medical services for children?
2. Does the individual demonstrate the ability to use first aid?
3. Does the individual demonstrate the appropriate techniques for conducting fire drills?

TASK: Call for conferences with parents who have children with special problems.

Be available to discuss problems with parents at any time.

COMPETENCY: The individual can discuss problems related to children with parents.

The individual can assess special problems of children.

CRITERIA:

1. Does the individual establish open lines of communication with parents?
2. Can the individual demonstrate the ability to solve problems?
3. Does the individual demonstrate the ability to use assessment tools?

TASK: Establish and maintain positive relationships with parents, agencies and local community.

COMPETENCY: The individual will assume leadership in coordinating and/or integrating the child care program with factors that influence the well-being of individuals, families, agencies and the community.

CRITERIA:

1. Does the individual cooperatively plan with others?
2. Can the individual choose appropriate ways of becoming involved in factors influencing the well-being of individuals, families, agencies and the community?
3. Does the individual demonstrate the ability to relate positively to individuals?

TASK: Be available to assist or fill in for any staff member when needed.

COMPETENCY: The individual is a competent substitute or assistant in the absence of any staff member.

CRITERIA: Does the individual possess knowledge of all the positions under his/her supervision?

TASK: Make recommendations to parents of community resources available for specific needs.

COMPETENCY: The individual will collect and analyze relevant information on community resources.

CRITERIA:

1. Has the individual collected relevant information about agencies, organizations and other resources available to young children?
2. Does the individual cooperatively plan with the parent(s) and the appropriate resource for the benefit of the child?

TASK: Plan and coordinate parent education and/or counseling.

COMPETENCY: The individual will assume leadership in coordinating and/or integrating parent education and counseling programs with the child care program.

CRITERIA:

1. Does the individual analyze parent needs and use findings to implement needed parent education program?
2. Can the individual evaluate parent needs and use appropriate counseling techniques?

TASK: Plan menus and purchase the food.

COMPETENCY: The individual will plan for balanced meals for children.

The individual will operate on a budget when purchasing food for the center.

CRITERIA: 1. Can the individual plan a menu based on nutritional needs of children?

2. Can the individual make purchases of food in an economical and efficient manner?

TASK: Make equipment (tables, cabinets, bean bags, etc.), if necessary.

COMPETENCY: The individual will use self-made equipment, when necessary.

CRITERIA: Does the individual exhibit skill in improvising to supply needed equipment when purchase of equipment is not feasible?

Table 1

Child Care Worker

Tasks Rank and Mean for 32 of Total 64 Tasks

Rank	Task Statement	Mean			
		Group	Employee	Employer	Educator
1	Be responsible for the whereabouts of each child within his/her charge at all times.	4.7	4.6	4.8	4.9
2	Be alert to potential hazards in or outside of the building.	4.7	4.7	4.7	4.8
3	Encourage child to know, accept and appreciate herself/himself as an individual.	4.7	4.5	4.8	4.8
4	Be aware of individual needs of children within the group.	4.7	4.6	4.7	4.7
5	Maintain open communication with director of center in daily planning.	4.6	4.6	4.7	4.7
6	Supervise and promote good habits in eating, resting and toileting.	4.6	4.6	4.7	4.6
7	Read stories to child.	4.6	4.6	4.6	4.7
8	Provide an atmosphere where child can work cooperatively as well as independently.	4.6	4.6	4.6	4.6
9	Provide a reasonable system of limits so child can respect rights and property of others. These limits are practiced by both child and adults.	4.6	4.6	4.6	4.6
10	Encourage child to develop habits of caring for own clothing, picking up and putting away toys and books.	4.6	4.6	4.6	4.5
11.5	Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administers first aid, practices fire drills.	4.6	4.6	4.6	4.6
11.5	Recognize signs of illness in children and follow through appropriately; i.e., refers parent to doctor or other community health source.	4.6	4.5	4.6	4.6
13	Supervise playground activities.	4.6	4.5	4.6	4.7
14	Stimulate language development in child through all activities with a special emphasis on conversation, reading and telling stories, poems, learning new words, looking at books, films, slides, etc.	4.6	4.5	4.5	4.7
15	Provide means in which child can find acceptable ways of expressing negative feelings.	4.5	4.5	4.5	4.6
16	Be responsible for a given number of children grouped together for most of each day.	4.5	4.4	4.7	4.5
17	Select appropriate guidance techniques to use for a given problem situation: i.e., anger, jealousy, fear, anxiety, depression, sorrow, over-active behavior, etc.	4.5	4.4	4.6	4.5
18	Relate positively to child while performing tasks such as: diapering, toileting, bathing, dressing, recognizing and treating illness, feeding.	4.5	4.5	4.4	4.7

Table 1 (continued)

Rank	Task Statement	Mean			
		Group	Employee	Employer	Educator
19	Encourage free play for outdoor and indoor activities.	4.5	4.4	4.6	4.6
20	Provide an accepting environment allowing child to grow toward a sense of positive identity as boys/girls, as members of the family and ethnic groups.	4.5	4.5	4.5	4.5
21	Provide a balance of experiences that bring successes and challenges.	4.4	4.4	4.5	4.5
22	Encourage child to be creative in areas of painting, drawing, handwork, songs and dramatic activities.	4.4	4.3	4.5	4.6
23	Maintain necessary records on children as mandated by law or deemed valuable by parents or personnel in the center.	4.4	4.4	4.4	4.5
24	Encourage child to care for personal items, i.e., coats, hats, etc., through proper use and storage.	4.4	4.4	4.6	4.3
25	Provide experiences with and for each child on an individual basis.	4.4	4.4	4.5	4.3
26	Talk to children while eating to establish positive attitudes toward food, develop table manners, hygiene habits, etc.	4.4	4.4	4.5	4.4
27	Toddlers - foster learning by allowing freedom to crawl, explore, touch and taste environment, stimulate language by talking, reading, singing and playing music.	4.4	4.4	4.3	4.6
28	Plan daily for general and individualized learning activities.	4.4	4.3	4.4	4.5
29	Organize classroom into usable learning areas such as block building, dramatic play, music, book corner, etc. which allow maximum use of space and equipment.	4.4	4.3	4.5	4.4
30	Infant Care - maintain nurturing caregiving by holding infant while feeding, stimulate by cuddling and talking, meet physical needs such as diapering and changing positions periodically.	4.4	4.4	4.3	4.5
31	Attend all staff meetings and parent meetings.	4.4	4.3	4.5	4.4
32	Establish a rapport with each parent and keep well informed of the status of child.	4.4	4.4	4.4	4.4

Table 2

Child Care Director

Tasks Rank and Mean for 24 of Total 48 Tasks

Rank	Task Statement	Mean			
		Group	Employee	Employer	Educator
1	Assume major responsibility for the operation of the center.	4.7	4.7	4.6	5.0
2	Provide leadership in planning, organizing and staffing.	4.7	4.6	4.6	4.9
3	Establish and maintain a means of open communication with total staff on a daily basis.	4.7	4.7	4.5	4.9
4	Be responsible for insurance policies, licensing, certification, yearly inspection.	4.7	4.7	4.4	4.8
5	Handle emergency situations with needed information and/or skills: i.e. obtain medical services, administer first aid, practice fire drills.	4.7	4.6	4.6	4.8
6	Inaugurate and supervise a program which is in accordance with established policies.	4.6	4.6	4.6	4.7
7	Administer and develop the total program of day care services.	4.6	4.6	4.5	4.9
8	Support, facilitate and improve service within policies approved by the board.	4.6	4.6	4.6	4.8
9	Select and supervise staff.	4.6	4.6	4.5	4.9
10	Be available to discuss problems with parents at any time.	4.6	4.6	4.5	4.7
11	Establish and maintain positive relationships with parents, agencies and local community.	4.6	4.5	4.5	4.9
12	Establish a means of contact between parent and staff.	4.6	4.5	4.5	4.7
13	Maintain records related to staff, children, legal data reports.	4.6	4.5	4.4	4.7
14	Help board develop sound operating policies and recommend changes and improvements.	4.6	4.5	4.5	4.7
15	Act as a liaison between board of directors and staff.	4.6	4.5	4.3	4.8
16	Be available to assist or fill in for any staff member when needed.	4.5	4.5	4.6	4.6
17	Maintain public relations and/or rapport with renter, church staff and congregation, sponsoring agency and community.	4.5	4.5	4.4	4.8
18	Evaluate staff.	4.5	4.5	4.4	4.7
19	Visit classrooms frequently.	4.5	4.5	4.3	4.7
20	Call for conferences with parents who have children with special problems.	4.5	4.4	4.5	4.7

Table 2 (continued)

Rank	Task Statement	Mean			
		Group	Employee	Employer	Educator
21	Compile a well-defined job description for each position.	4.5	4.4	4.4	4.6
22	Purchase equipment and supplies.	4.5	4.4	4.4	4.6
23	Receive fees and issue receipts and keep accurate record of payments.	4.5	4.5	4.2	4.7
24	Clearly define the allocation of authority within the agency.	4.5	4.4	4.3	4.7

TABLE 3
TASKS BY SUBJECT AREA AND RANK

TASKS	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	RANK NUMBER
CHILD CARE WORKER																													
ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING ENVIRONMENT																													
Select materials and equipment to use in fostering sensory development of children.				X		X																							46
Talk to children while eating to establish positive attitudes toward food, develop table manners, hygiene habits, etc.					X			X																					26
Make equipment, toys, games, etc. that are needed when commercial items aren't available (repair broken toys, torn books, etc.).						X								X															58
Maintain an orderly environment for activities.														X															34
Participate in planning and assist in developing educational materials.	X											X		X															50
Plan long and short range objectives for the group based on the needs of the children.	X													X															38
Keep resource file of teaching materials.		X	X	X	X	X	X	X						X															56
Regulate rest periods.					X									X															48
Be responsible for seeing that facility and supplies are in good working condition.	X				X								X																52
Operate A-V equipment including film, filmstrip, overhead and opaque projectors.						X								X						Y									62

TABLE 3 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

TASKS	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	RANK NUMBER
Perform housekeeping duties to keep room clean, orderly and free from clutter.	X												X	X															41
Supervise and promote good habits in eating, resting and toileting.	X				X			X					X	X															6
Be alert to potential hazards in or outside of the building.	X				X		X						X	X															2
Serve meals and refreshments to children.	X							X						X															44
Assist in food preparation and service, if necessary.	X							X						X															59
Handle emergency situations with needed information and/or skills: i.e., obtains medical services, administers first aid, practices fire drills.	X				X								X	X				X	X										11.5
Recognize signs of illness in children and follow through appropriately; i.e., refers parent to doctor or other community health source.	X				X									X				X	X										11.5
Arrange for field trips.	X												X	X				X		X			X						60
Arrange for visits to classroom by persons in community, i.e., policeman/woman, librarian, nurse, etc.	X												X	X				X		X			X						61
Organize classroom into usable learning areas such as block building, dramatic play, music, book corner, etc. which allow maximum use of space and equipment.	X											X	X	X															29
ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE																													
Establish and maintain interest centers appropriate to development needs of each age group.	X	X	X	X	X	X	X	X	X			X	X	X															35.5

TABLE 3 (CONTINUED)
TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Read stories to children.	X	X	X											X									X					X	7
Encourage child to be creative in areas of painting, drawing, handwork, songs and dramatic activities.	X					X	X							X															22
Stimulate language development in child through all activities with a special emphasis on conversation, reading and telling stories, poems, learning new words, looking at books, films, slides, etc.	X	X	X									X		X									X						14
Relate positively to child while performing tasks such as: diapering, toileting, bathing, dressing, recognizing and treating illness, feeding.	X				X			X	X			X		X									X		X			X	18
Be aware of individual needs of children within the group.	X								X	X		X		X							X	X						X	4
Plan a program to appropriately meet individual needs.	X								X	X		X	X	X									X						47
Make available materials and equipment that develop both large and small motor skills.					X		X		X				X	X															35.5
Encourage free play for outdoor and indoor activities.	X					X	X					X	X	X															19
Plan daily for general and individualized learning activities.	X											X	X	X															28
Allow for child to use basic impulses to explore the physical environment and master problems that require skill and body coordination.					X	X	X					X		X															33
Infant care - maintain nurturing caregiving by holding infant while feeding, stimulate by cuddling and talking, meet physical needs such as diapering and changing positions periodically.	X				X		X	X	X	X	X			X															30

TABLE 3 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Toddlers - foster learning by allowing freedom to crawl, explore, touch and taste environment, stimulate language by talking, reading, singing and playing music.	X	X			X	X	X	X	X	X	X			X															27
BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH																													
Encourage child to develop habits of caring for own clothing, picking up and putting away toys and books.	X										X	X		X									X					X	10
Encourage child to put on shoes so that shoes are on the right feet; teach child how to tie shoes.	X													X															37
Provide a balance of experiences that bring successes and challenges.	X	X		X	X	X	X		X	X	X	X	X	X															21
Provide an atmosphere where child can work cooperatively as well as independently.	X											X	X	X															8
Provide means in which child can find acceptable ways of expressing negative feelings.	X								X				X	X									X					X	15
Encourage child to know, accept and appreciate herself/himself as an individual.	X								X					X							X	X	X		X		X	X	3
Encourage child to care for personal items, i.e., coats, hats, etc., through proper use and storage.	X													X															24
Provide experiences with and for each child on an individual basis.	X								X	X	X	X	X	X															25
Provide an accepting environment allowing child to grow toward a sense of positive identity as boys/girls, as members of the family and ethnic groups.									X	X			X	X							X	X			X		X		20

TABLE 3 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Select appropriate guidance techniques to use for a given problem situation: i.e., anger, jealousy, fear, anxiety, depression, sorrow, overactive behavior, etc.	X								X	X				X											X				17
POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP ENVIRONMENT																													
Provide a reasonable system of limits so child can respect rights and property of others. These limits are practiced by both child and adults.	X										X		X	X														X	9
Be responsible for a given number of children grouped together for most of the day.	X												X	X															16
Be responsible for the whereabouts of each child within his/her charge at all times.	X												X	X															1
Supervise playground activities.	X				X		X							X			X												13
Organize and participate in games.	X					X	X							X															39
Set up daily work schedule in cooperation with the director and other staff members.	X											X	X	X			X						X					X	40
COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS																													
Establish a rapport with each parent and keep well informed of the status of child.	X								X	X	X		X	X							X	X	X					X	32
Conduct individual parent-teacher conferences each year.	X												X	X									X					X	57
Follow policy to inform parents of planned field trips.	X												X	X									X					X	38

TABLE 3 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Attend all staff meetings and parent meetings.	X												X	X															31
Contact parents of child who has been absent for two or more days (or follow policy of center).	X												X	X									X					X	55
SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN"S PROGRAMS																													
Prepare list of supplies needed by group.	X												X	X									X						49
Plan for and inform volunteers, teacher aides and others in his/her immediate supervision of their daily responsibilities.	X												X	X									X					X	45
Plan daily program and areas of responsibility for those working in center.	X												X	X									X					X	54
Cooperate with social worker and/or other community resource persons concerning adjustment problems of a child whenever indicated.	X												X	X				X		X			X					X	42
Assist in recruiting volunteers for the center.	X												X	X						X			X					X	63
Attend workshops, meetings, classes for professional improvement.	X												X	X												X			43
Maintain progress reports on each child.	X												X	X									X						51
Supervise, guide and involve the assistant or volunteer in all class plans and follow-through.	X												X	X		X	X						X					X	52
Maintain necessary records on children as mandated by law or deemed valuable by parents or personnel in the center.	X												X	X									X						23
Main[illegible] open communication with director of center in dail[illegible]anning.	X													X									X						[illegible]

TABLE 4

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
CHILD CARE DIRECTOR																													
ADMINISTRATION																													
Administer and develop the total program of day care services.	X								X	X	X	X	X	X	X	X	X												7
Assume major responsibility for the operation of the center.	X												X	X		X	X												1
Act as a liaison between board of directors and staff.	X												X	X		X							X					X	15
Support, facilitate and improve service within policies approved by the board.	X											X	X	X		X	X						X					X	8
Help board develop sound operating policies and recommend changes and improvements.	X											X	X	X	X	X	X						X					X	14
Provide leadership in planning, organizing and staffing.	X												X	X		X	X												2
Work closely with officers and members of the board, attend all board meetings, and participate in work of appropriate committees.	X												X	X		X	X						X					X	25
Inaugurate and supervise a program which is in accordance with established policies.	X												X	X			X												6
Order professional materials for staff use.	X												X	X	X								X						28
Establish a means of contact between parent and staff.	X										X		X	X									X					X	12
Receive fees and issue receipts and keep accurate record of payments.	X												X	X	X														23

TABLE 4 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Help plan parent meetings and parent involvement; hold parent conferences (in person or by phone) regularly.	X										X		X	X		X	X						X					X	36
Supervise and plan with volunteers (enlist and train if needed).	X												X	X		X	X	X		X			X					X	35
Give regular report to board of directors.	X													X									X					X	33
Submit an annual projected operating budget.	X												X	X	X														34
Personally responsible for the enrollment of all children.	X												X	X		X													37
Solicit funds (donations, private and civic; federal and private grants; etc.).	X												X	X			X												47
Coordinate the cleaning activities of the center.	X												X	X			X												40
Supervise the transportation of children to and from school, field trips, etc.	X												X	X		X	X												38
Be responsible for insurance policies, licensing, certification, yearly inspection.	X												X	X		X	X												4
Maintain public relations and/or rapport with renter, church staff and congregation, sponsoring agency and community.	X												X	X									X					X	17
Interpret the service to the community.	X												X	X				X		X			X					X	31
Compile a well-defined job description for each position.	X												X	X		X	X						X						21
Bring to the attention of the board any scholarship needs.	X												X	X															46
Purchase equipment and supplies.	X												X	X	X		X												22

TABLE 4 (CONTINUED)
TASKS BY SUBJECT AREA AND RANK

TASKS	SUBJECT AREA																												RANK NUMBER
	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	
Maintain records related to staff, children, legal data reports.	X												X	X	X	X	X												13
Follow through on any unpaid tuition.	X												X	X			X											X	43
Be aware of all local resource persons in the community who would serve as referral agents for special problems in the area of physical, mental or emotional development.	X												X	X				X		X								X	30
Be available to attend meetings in the community which are directly or indirectly related to the preschool child.	X													X														X	39
Attend workshops, meetings, classes for professional improvement.	X												X	X												X			26
SUPERVISION																													
Establish and maintain a means of open communication with total staff on a daily basis.	X												X	X		X	X						X					X	3
Arrange for staff to visit other preschool programs.	X												X	X		X	X									X			44
Coordinate staff development and encourage attendance at professional conferences.	X												X	X		X	X									X			32
Evaluate staff.	X												X	X		X	X												18
Clearly define the allocation of authority within the agency.	X												X	X		X	X											X	24
Visit classrooms frequently.	X												X	X		X	X						X					X	19
Work and plan with Teacher-Parent Group.	X										X		X	X		X	X						X					X	41
Serve as a resource person in class planning.	X											X	X	X			X												29

TABLE 4 (CONTINUED)

TASKS BY SUBJECT AREA AND RANK

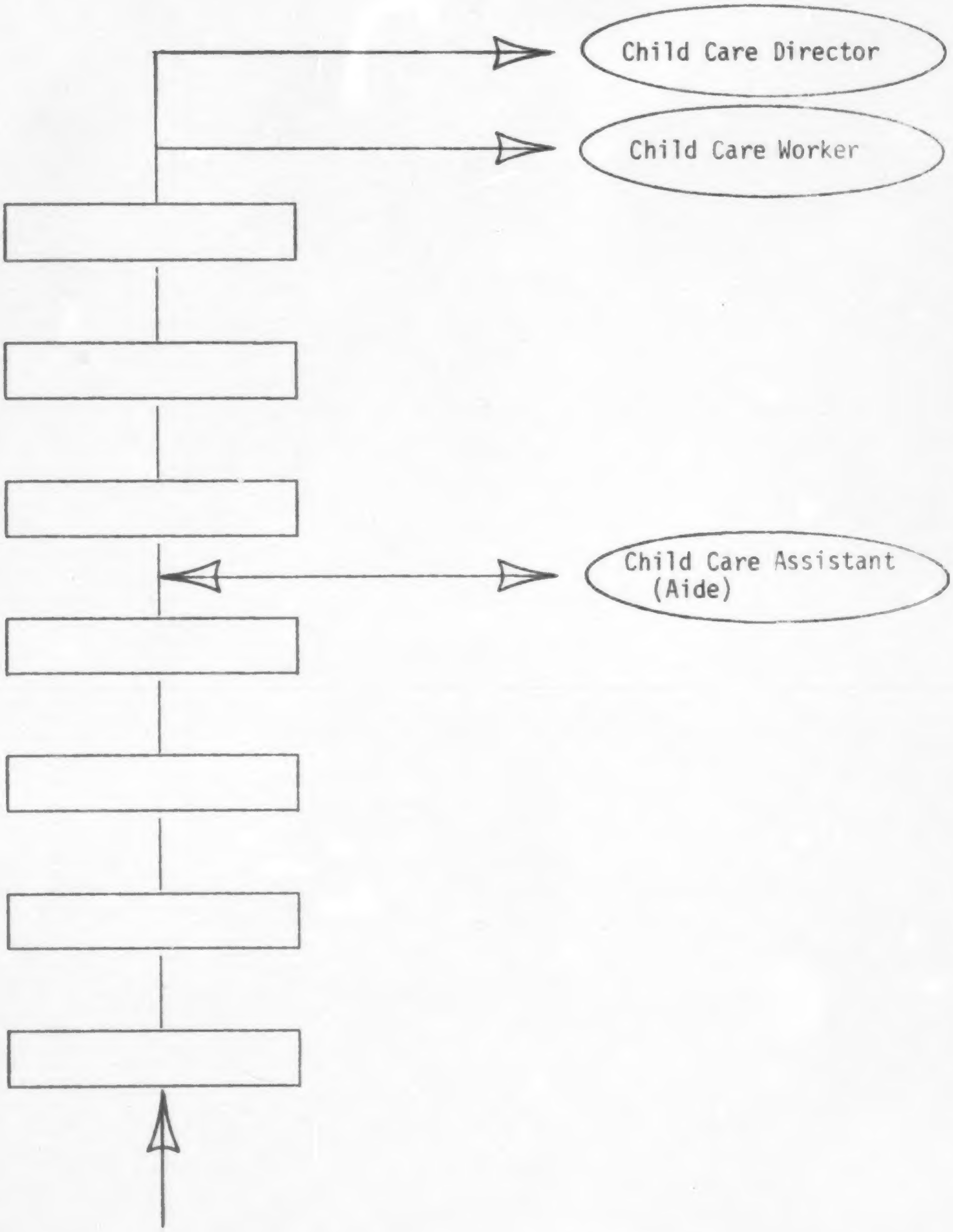
TASKS	Day Care Personnel	Language Arts	Children's Literature	Mathematics and Science	Health and Safety	Creative Activities	Physical Activities	Food and Nutrition	Growth and Development	Exceptional Children	Parent Education	Principles/Practices Early Childhood	Day Care Operations	Child Care Applications	Accounting	Personnel Management	Supervision or Management	Community Health and Health Resources	First Aid	Community Resources	Families in American Culture	Marriage and Family	Communication - Oral and Written -	Health and Hygiene	Psychology	Personal Development	Sociology	Interpersonal Relationships	RANK NUMBER
Select and supervise staff.	X												X	X		X	X												9
DIRECT SERVICES TO CHILDREN																													
Plan menus and purchase the food.	X							X	X	X	X		X	X	X														45
Make equipment (tables, cabinets, bean bags, etc.), if necessary.	X												X	X															48
Call for conferences with parents who have children with special problems.	X								X	X	X		X	X							X	X	X					X	20
Be available to discuss problems with parents at any time.	X										X		X	X									X					X	10
Make recommendations to parents of community resources available for specific needs.	X										X		X	X				X		X									27
Be available to assist or fill in for any staff member when needed.	X												X	X		X													16
Plan and coordinate parent education and/or counseling.	X										X		X	X			X				X	X			X			X	42
Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administer first aid, practice fire drills.	X				X								X	X				X	X	X									5
Establish and maintain positive relationships with parents, agencies and local community.	X										X		X	X				X		X			X					X	11

CURRICULUM MODEL

Chart 1

SAMPLE JOB OPPORTUNITIES

BY EDUCATIONAL LEVEL


Child Care Director
Child Care Worker
Child Care Assistant (Aide)

EARLY CHILDHOOD ASSOCIATE

(Curriculum Model)

Course Title		Hours Per Week		Quarter Hour Credits
		Lecture	Lab	
FIRST QUARTER				
EDU 102	Role of Day Care Personnel	3	0	3
EDU 115	Language Arts for Children	3	0	3
ENG 101	Grammar	3	0	3
PSY 102	General Psychology	5	0	5
	Elective	3	0	3
		17	0	17
SECOND QUARTER				
ENG 102	Composition	3	0	3
HEA 101	Personal Hygiene and Health	2	0	2
PSY 115	Child Growth and Development I	5	0	5
SOC 112	Families in American Culture	3	0	3
	Elective	3	0	3
		16	0	16
THIRD QUARTER				
EDU 203	Exceptional Children	3	0	3
EDU 233	Food and Nutrition for Children	3	0	3
HEA 105	Community Health Resources	2	0	2
PSY 116	Child Growth and Development II	5	0	5
SOC 102	Introduction to Sociology (Principles)	5	0	5
		18	0	18
FOURTH QUARTER				
BUS 233	Personnel Management	3	0	3
EDU 201	Principles of Day Care Operations (Organization and Administration)	3	0	3
EDU 204	Parent Education	3	0	3
ENG 204	Oral Communication	3	0	3
ENG 217	Children's Literature	3	C	3
SOC 211	Marriage and Family	3	0	3
		18	0	18

Course Title		Hours Per Week		Quarter Hour Credits
		Lecture	Lab	
FIFTH QUARTER				
BUS 235	Principles of Management	5	0	5
EDU 118	Mathematics and Science - Preschool	1	2	2
EDU 119	Health and Safety - Preschool	1	2	2
EDU 232	Physical Activities	2	2	3
HEA 119	First Aid	2	0	2
SOC 108	Community Resources	3	0	3
		14	6	17
SIXTH QUARTER				
BUS 120	Accounting I	3	2	4
EDU 230	Principles and Practices in Early Childhood Education	3	2	4
EDU 231	Creative Activities	2	2	3
PSY 231	Personal Development	3	2	4
SOC 215	Interpersonal Relationships and Communications	3	0	3
		14	8	18
SEVENTH QUARTER				
EDU 224	Child Care Applications	1	40	5
TOTALS		98	54	109

TECHNICAL COURSE DESCRIPTIONS

EDU 102 3 0 3
ROLE OF DAY CARE PERSONNEL

The student will be given the opportunity to explore and study the roles of the child care directors and workers and other day care personnel in the center. Emphasis is placed on the history and philosophy of caring for young children outside the home environment, responsibilities of day care personnel in the center and the community and to the parent(s) and ethics of the child care director or worker.

EDU 103, 104, 105, 219, 220, 221	Class w/LAB per course	1	6	3
CHILD CARE APPLICATIONS	WK/E per course w/class	1	40	5
	WK/E per course wo/class	0	40	4

The student will develop occupational competencies through experience and practice in a simulated classroom laboratory or through on-the-job experience in a work program and will be given opportunities to apply knowledge acquired in previous child care studies. The student will be supervised and coordinated by the instructor and/or employer. The student will participate in learning activities and problem-solving activities relating to preschool children. Prerequisite: Completion of all course requirements.

EDU 115 3 0 3
LANGUAGE ARTS FOR CHILDREN

The student will examine language development of children in relation to adult models and the child's early experiences. Case studies will provide opportunities to analyze problems of adult-child communication and to develop guidelines for establishing effective communication patterns with children. Exercises to develop better listening skills will be provided. Media used in reading, handwriting, spelling and language will be examined. State adopted textbooks will be examined by students interested in kindergarten and elementary school children.

EDU 118 1 2 2
MATHEMATICS AND SCIENCE - PRESCHOOL

The student will be able to select activities and materials for developing mathematic and science experiences for preschool children. The student will learn how to assist the child in manipulating, experimenting and discovering basic number and science concepts.

EDU 119 1 2 2
HEALTH AND SAFETY - PRESCHOOL

The student will understand the influence of physical and emotional health and safety on the child. The student will be aware of the practices and procedures for promoting good health and safety among children in group care. The influence of child care personnel on the health and safety of children and on the teaching of good health habits to children will be emphasized.

EDU 201 3 0 3
PRINCIPLES OF DAY CARE OCCUPATIONS
(Organization and Administration)

The student will understand the concept of organizing and operating day care and child development centers. The student will learn how to establish operational policies and procedures. The student will know the day care governmental requirements for licensing and/or certification. The student will be able to plan activities, select equipment and materials, define the adult role in the center and develop techniques for managing children in a group situation.

EDU 203 3 0 3
EXCEPTIONAL CHILDREN

The student will be able to identify children with developmental variations requiring modification in activities. The student will be able to adapt instructional techniques and activities to fit the needs of the exceptional child. The student will be familiar with legislation affecting the handicapped/disadvantaged child and will demonstrate understanding of the screening, referral and placement process. Topics include: issues and problems, community resources, appropriate activities.

EDU 204 3 0 3
PARENT EDUCATION

The student will study means and methods for involving the parent(s) in the school or preschool center. Emphasis will be placed on the importance of parent involvement in the school or preschool system, and purposes and value of home visitation. Special emphasis will be placed on the development of programs for parent involvement, including techniques to use for the overall development of the child.

EDU 230 3 2 4
PRINCIPLES AND PRACTICES OF EARLY CHILDHOOD EDUCATION

The student will become familiar with the principles and practices used in early childhood education - both preschool and elementary school. The student will be aware of the types of experiences and facilities which will promote optional development of each child. Guidelines for identifying, planning, organizing and implementing appropriate programs and facilities are derived through group discussions and individual projects. Field experience provides opportunities to observe children and programs in different preschool and school facilities.

EDU 231 2 2 3
CREATIVE ACTIVITIES

The student will explore activities and media that can be used for promoting self-expression, aesthetic appreciation and creativity in young children. Topics include: techniques for presenting creative activities and media, learning to use art media, musical instruments, drama and books and storytelling for creativity and using supply catalogues.

EDU 232 2 2 3
PHYSICAL ACTIVITIES

The student will explore activities and materials for promoting the physical development of young children. Special emphasis will be on body movements, exercise and dance. Various instructional techniques to use in music, drama and physical education will also be emphasized.

EDU 233 3 0 3
FOOD AND NUTRITION FOR CHILDREN

The student will be able to recognize the food needs of young children and understand the importance of proper nutrition. Emphasis will be on basic nutrition and methods for helping young children and their families learn nutrition concepts for more healthful living.

ENG 217 3 0 3
CHILDREN'S LITERATURE

The student will study children's literature including the history and the various types of literature appropriate for young children. Evaluation of modern writers, illustrators and books will be emphasized.

PSY 115 5 0 5
CHILD GROWTH AND DEVELOPMENT I

The student will understand the physical development of the human being from the fetal state to preadolescence. The student will be familiar with the motor, speech, emotional, social and intellectual development of children and will recognize the various factors influencing these areas of development.

PSY 116 5 0 5
CHILD GROWTH AND DEVELOPMENT II

The student will understand the physical, emotional and social development of the adolescent and will know the many factors influencing the social acceptance and development of self-concept of the adolescent. The student will understand the effect of home climate as well as the development of moral values in the adolescent. *Prerequisite:* PSY 115, Child Growth and Development I or equivalent or approval by instructor.

RELATED COURSE DESCRIPTIONS

BUS 120 ACCOUNTING I	3	2	4

The student will apply the basic functions, techniques, principles and concepts of accounting. Emphasis is on business transactions and their effect on the accounting equation; debits and credits in double-entry accounting; selecting and recording financial data in journals and ledgers; preparing work sheets; balance sheets and income statements and introduction to the basic concepts of internal control.

BUS 233 PERSONNEL MANAGEMENT	3	0	3

This course is designed to provide students with a current view of the relationship of human resources management within work environment. It permits acquisition of a working familiarity with key concepts and processes such as employment legislation, approaches to employer-employee problems and the development of organizations for higher productivity. Additionally, the course promotes an understanding of methods to better work relationships between the employee and the employer.

BUS 235 PRINCIPLES OF MANAGEMENT	5	0	5

This course is designed to provide information about the major functions of management and the skills that lead to managerial success in business and industry through study of planning, organizing, directing and controlling of activities in an organization.

BUS 272 PRINCIPLES OF SUPERVISION	3	0	3

This course is designed for present and prospective supervisors, who have the need and desire to participate in learning activities that will assist the participants in becoming more effective supervisors.

The student will study organizational goals and objectives, training and instructional techniques, evaluation and counseling, delegation, planning and organizing and problem solving.

Successful completion of this course should provide the student with a better understanding of various techniques which can be used to improve effectiveness as a supervisor.

100

HEA 105 2 0 2
COMMUNITY HEALTH AND HEALTH RESOURCES

The student will be familiar with the health resources available to individuals. The student will be aware of the importance of the community's role in providing a healthy environment for its population.

HEA 119 2 0 2
FIRST AID

This course is designed to prepare a student for certification in first aid by the American Red Cross. The student will learn such things as: how to identify symptoms of certain diseases, how to identify poisonous plants, how to handle common emergencies, etc.

SOC 108 3 0 3
COMMUNITY RESOURCES

The student will be familiar with the resources and service agencies in the community and the state that provide supportive service to education, business and industry, human service institutions and individuals.

SOC 112 3 0 3
FAMILIES IN AMERICAN CULTURE

The student will examine the characteristics, problems and issues of families in American culture. Emphasis will be on ethnic families. Special attention will be given to programs designed for the culturally- and/or educationally-deprived child.

SOC 211 3 0 3
MARRIAGE AND FAMILY

This course is designed to aid the student in understanding marriage and family living. The student will study marriage and family relationships and the role families play in the development of children.

GENERAL EDUCATION COURSE DESCRIPTIONS

ENG 101 3 0 3
GRAMMAR

Designed to aid the student in the improvement of self-expression through writing. Emphasis is on grammar, diction, sentence structure, punctuation and spelling. It is intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life.

ENG 102 3 0 3
COMPOSITION

English Composition is designed to aid the student in improvement of self-expression by means of practical application in business and technical writing. Emphasis is on writing sentences, paragraphs and compositions. *Prerequisite:* ENG 101, Grammar.

ENG 103 3 0 3
REPORT WRITING

The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports, using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. The report must relate to the student's specific curriculum. *Prerequisite:* ENG 102, Composition.

ENG 204 3 0 3
ORAL COMMUNICATION

The student will use the principles and techniques of communicating thoughts and personality through the voice. The student will display confidence as a speaker and will develop skills of effective delivery. Topics may include: basic communication concepts, verbal and nonverbal language, vocal usage, effective listening and speech preparation (analyzing audience and occasion, determining purpose, selecting and narrowing subject, gathering and organizing material, working and practicing aloud).

HEA 101 2 0 2
PERSONAL HYGIENE AND HEALTH

The student will study influences on physical and mental health, individual practices which aid in maintaining good physical and mental health throughout the life span and responsibilities of those working with young children to maintain personal health and to serve as models for health practices.

PSY 102 5 0 5
GENERAL PSYCHOLOGY

The student will study various fields of psychology - the developmental process, motivation, emotion, frustration and adjustment, mental health, attention and perception, problems of group living, etc. Attention is given to application of these topics to problems of study, self-understanding and adjustment to the demands of society.

PSY 231 3 2 4
PERSONAL DEVELOPMENT

This course is designed to help the student look and feel more attractive and to complement development in other meaningful areas. Areas of study include physical control and visual poise; personal grooming and makeup application (women only); wardrobe selection; communication skills; social and business etiquette; techniques for getting a job, handling a job efficiently and relating to employers and co-workers.

SOC 102 5 0 5
INTRODUCTION TO SOCIOLOGY (Principles)

The student will be given a general survey of the field of sociology. Topics the student studies include: an examination of major sociological concepts of the disciplines; differentiation of sociology from other disciplines; and a survey of such substantive topics as culture, personality, social stratification, institutions, community, social change, collective behavior, social problems, and other major areas of sociological concern.

SOC 215 3 0 3
INTERPERSONAL RELATIONSHIPS AND COMMUNICATIONS

A basic course dealing with interpersonal and communication skills utilized in helping relationships. Examination is made of barriers which prohibit communication and hamper the helping process. The student will learn techniques of interviewing for specific purposes and acquire basic abilities in working with people.

CHAPTER IV

PROGRAM IMPLEMENTATION AND SUPPORT

Curriculum Advisory Committee

As in any community college, technical institute or technical college program, the success of the child care program depends significantly on the formal and informal support of advisory committees. Therefore, when a community college, technical institute or technical college considers the possibility of initiating a child care program, the chief administrator should appoint the advisory committee to assist in its development.

The committee should consist of day care directors and workers, kindergarten teachers and aides, parents of children in day care centers, representatives from social agencies, four-year educators, graduates of one- or two-year child care programs in the local community and representatives from state department of education and related state agencies. Rotating memberships will also give other interested people an opportunity to serve. The average committee usually consists of twelve to twenty members.

The child care curriculum advisory committee will not only provide support for the program but should be able to provide assistance and information to child care coordinators concerning job opportunities, curriculum, equipment and facilities. The committee could also provide assistance in recruiting students and instructors. The duties and responsibilities of the committee should be clearly stated and understood so that maximum service can be rendered. The committee should act in a consultative capacity and should be responsible for making recommendations and suggestions to the individual(s) within the institution who can act upon the advice offered.

The Faculty

Formal qualification of faculty members by the Department of Community Colleges is not required. However, the State Board of Education and the Department do recommend that faculty members possess knowledge of the nature and role of the Community College System and the comprehensive institution(s), the ability to work with the students attending the institution(s) and the willingness to innovate and/or be flexible to meet the needs of the student(s) and community.

The teaching load of the child care instructor should be consistent with the teaching load of other instructors in other curriculum areas in the institution. Factors to be considered in making load determination should include: (1) class contact hours, (2) number of preparations, (3) student loads, (4) committee assignments, (5) departmental responsibilities and (6) other special duties. A full-time load is usually considered to be from 12 to 25 contact hours per week.

The faculty member should be able to carry out the objectives of the program and to plan, implement and evaluate learning experiences essential to the program. The faculty member should also be able to assist counselors and other administrative personnel in counseling students, work with individuals and organizations within the community and, through research, continuing education and/or professional organizations be aware of the changes developing in caring and providing for young children.

Facilities and Equipment

At least one laboratory-classroom with equipment for demonstration and laboratory practice is needed. Additional laboratory space may be needed if simulation is used in the program. The room(s) should be available for student practice at other times other than formal laboratory periods.

Features which would facilitate the program include a room with one-way window for observation or a video-tape system for taping and replaying sessions. When sessions are held at the local public or private school or day care centers, appropriate facilities would be necessary there.

The amount and kind of equipment needed for the program will depend on the instructional process utilized by each instructor in a course. When funds are available, institutions may choose to design and equip an on-campus day care center.

Textbooks, References and Visual Aids

Textbooks, references and visual aids for teaching any subject area must be reviewed constantly and updated or supplemented based on new knowledge in the field and the results of research in teaching methods and developing concepts.

Preparation for teaching any course in the curriculum requires the instructor to become familiar with texts, references and audiovisual aids available. By using these techniques the instructor will then be able to select materials that best meet the particular needs of the student and that will best promote an interesting, high-level technical presentation to the student.

The Library

Part of the strength of any program is indicated by the quality of its library. Characteristics of a quality library include qualifications of the librarian; the facilities; the quality, quantity and relevancy of content and the staffing and organization. Library facilities should be readily accessible to both full-time and part-time students and faculty, not only during instructional hours but for hours beyond regular instructional hours. The library should contain up-to-date books, periodicals and other reference materials related to the child care program.

Child care instructors and students should be involved in selecting materials for the library and/or approving reference materials for the child care technical and related courses.

Students should learn to use the library; therefore, instruction should involve the students in library work, both to develop the habit of using the library as a learning tool and to help foster a professional attitude which regards libraries as a resource for research endeavors.

Professional Associations and Organizations

Teacher, child care or related associations are an important source of instructional materials and other benefits for faculty members and students. Such associations provide information on publications, reports, new concepts, processes, techniques and equipment available in the child care field. These associations can also provide support in investigating the need for a program, in promoting the program, in providing work experience for students and in placement of graduates. Associations may also supply resource people to speak to classes, to host student groups on field trips or for individual student projects.

Instructors should be encouraged to work closely with these associations and to become active or ad hoc members if possible. Membership will enable them to learn quickly of developments in the education field and to become acquainted with persons in the community who are most active in the field. Early in their studies, students should become aware of these associations and the resources they offer. They should also be encouraged to join those who offer affiliate memberships.

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Todd, V. E. and H. Heffernan. The Years Before School: Guiding Preschool Children. Riverside, New Jersey: Macmillan Publishing Co., Inc., Current Edition.

2. Guides and Studies

Beth, Gertrude K., Sallie L. Wade and Patricia Porteous. "An Analysis of the Nursery School Teacher Aide Occupation." Columbus, Ohio: The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1974 or Current Edition.

This publication includes an occupational analysis of nursery school aide. The analysis includes a statement of the various tasks performed in the occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provides a basis for generating instructional materials.

Course of Study: Child Care Services, Junior-Senior Program. Columbus, Ohio: Division of Vocational Education, Home Economics Section, Ohio Department of Education.

A comprehensive and detailed plan showing the scope and sequence of content and the organization and management of all instructional activities for child care services at the secondary junior and senior educational levels. The course of study includes occupational analysis, objectives, course outlines, grouping and sequencing of duties and tasks, organizational strategies and evaluation.

Harms, Thelma and Richard M. Clifford. The Day Care Environment Scale. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, Current Edition.

A rating scale to be used by day care teachers and assistants, directors, consultants, coordinators, licensing officials and others to evaluate various rooms and groupings within the day care center. The scale offers a relatively short and efficient means of examining and evaluating the quality of the environment currently provided and for planning improvements.

Holt, John. How Children Fail. New York: Dell Publishing Co., Inc., Current Edition (paperbound).

Holt describes his observations of student-teacher relationships under four major topics: Strategy; Fear and Failure; Real Learning and How Schools Fail.

Kindergarten Curriculum Guide: Early Childhood Education. Raleigh: North Carolina Department of Public Instruction, Current Edition (Publication No. 426).

The purpose of this publication is to describe a good educational program for young children. This publication is intended as a resource for administrators, teachers and curriculum planners.

Rose, Irene B. and Mary Elizabeth White. Child Care and Development Occupations: Competency Based Teaching Modules.

These modules were developed for use by teachers in secondary, postsecondary and adult programs for training child care and development workers. The modules are also appropriate for improving parenting skills and for preservice and inservice programs in a variety of public and private agencies and institutions. The modules can be used separately or in a combination. A majority of the modules include two levels of preparation. Level I is designed for the beginning worker; Level II for the worker who is competent at Level I and is capable of advancing to a higher level of responsibility.

Threlkeld, Joyce and Janey Kizer. Child-Care Worker. Atlanta, Georgia: Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, Current Edition (Vocational-Technical Education Consortium of States - V-TECS).

A catalogue of performance objectives and criterion-referenced measures associated with current occupational information relating to the job content of the Child Care Worker.

Vocational Home Economics Job Training Resource Guide for Child Care Service. Columbus, Ohio: Division of Vocational Education, Home Economics Section, Department of Education, 1977.

A secondary curriculum guide designed for job training for child care services. The guide includes duties, tasks, knowledges, learning experiences and teaching aids.

West Virginia Competency-Based Child Care Curriculum. West Virginia: Bureau of Vocational, Technical and Adult Education, State Department of Education.

A series of educational learning packages designed by teams of teachers, principals and supervisory personnel in Kanawha County Schools. The packages are designed for kindergarten through grade 12. The activities are designed for individual students in these grades.

Who Cares for Children? A Survey of Child Care Services in North Carolina. Durham: Learning Institute of North Carolina, April, 1974 (1006 Lamond Avenue).

A report by the North Carolina Child Care Services Assessment. The assessment looks at four out-of-home child care services: day care centers, day care homes, nursery schools and kindergartens. This report presents the results of the first survey of its kind in the nation - a county-by-county assessment of child care services provided in North Carolina. This report should be of interest and use to many public and private agencies and organizations in North Carolina.

Child Care Aide. Lubbock, Texas: Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, TX, Revised 1969, 1977.

Child Care, Guidance and Services. Tallahassee, Florida: State of Florida, Department of Education, Division of Vocational, Technical and Adult Education, Home Economics Education, Knott Building, Tallahassee, FL 32304.

Child Care Services Guide. Raleigh, North Carolina: North Carolina Department of Public Instruction, Home Economics Education, Raleigh, NC 27611, 1971. (Also, Course No. 7133 - Teacher Aide/Child Care Services - Competency-Based.)

Child Care Services Training Guide. Albany, New York: The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, NY, 1969.

Occupational Child Development. Stillwater, Oklahoma: Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational Education, Mid-American Vocational Curriculum Consortium, Department of Vocational Education, Stillwater, OK, 1974.

The Child-Care Teacher Aide - A Guide for Teachers. New Brunswick, New Jersey: State of New Jersey, Department of Education, Division of Vocational Education, Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103 - Kilmer Campus, New Brunswick, NJ, 1977.

Thielges, Iva and Rose Anderson. *A Curriculum Guide for In-Service Education of Group Day Care and Nursery School Personnel*. White Bear Lake, Minnesota: Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, MN 55110, 1975.

3. Periodicals

Child Welfare, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003.

Childhood Education: Journal of the Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, DC 20016. (Subscriptions available only as part of membership in association - $22 institution, $18 individual, $15 branch, $7.50 student and retired.)

Children Today. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. ($1.30 per copy; $8 annual subscription)

Day Care and Early Education: The Magazine of the Child Growth Movement, Subscription Director, Human Services, 72 Fifth Avenue, New York, NY 10011. ($9.95 for individuals; $15 for institutions)

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

The Gifted Child Quarterly, The National Association for Gifted Children, 217 Gregory Drive, Hot Springs, AR 71901. ($20 membership includes journal fee)

Journal of Home Economics, American Economics Association, 2010 Massachusetts Avenue, NW, Washington, DC 20036.

Social Policy, 33 West 42 Street, New York, NY 10036.

Social Work, 49 Sheridan Avenue, Albany, NY 12210

Venture Forth, Early Childhood Education Council, Box 1108, Saskatoon, Saskatchewan 57K 3N3. ($5 for membership; $2 per copy for non-members)

Young Children, National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009.

4. Audiovisual Catalogues

16mm Film Catalogue: Professional Inservice Education. Raleigh, North Carolina: Division of Educational Media, Department of Public Instruction, Current Edition.

A catalogue for the Department of Public Instruction's library of 16mm films intended for preservice and inservice staff development. The catalogue is printed periodically and current supplements are added.

Butterick Publishing Company, P. O. Box 1914, Altoona, PA 16603.

A catalogue featuring filmstrips with cassettes, records and spirit masters. Of special interest is the Child Development Series: Prenatal and Infancy; Toddlers; Preschool Child; School-Age Child.

Catalogue of Television and Audiovisual Materials. Agency for Instructional Television, Box A, Bloomington, IN 47402.

A catalogue featuring instructional series for television broadcast and purchase and rental on various audiovisual formats, films, videocassettes and videokits. The catalogue includes subject and grade level indexes and a guide to film and cassette prices.

Parents' Magazine Films, Inc., Dept. R49, 52 Vanderbilt Avenue, New York, NY 10017.

This sound and color filmstrip catalogue provides information on the series of filmstrips produced by Parents' Magazine Films, Inc. in the areas of child development, parent education, family relationships and caring for children.

Selected Materials for Special Students. Opportunities for Learning, Inc., 8950 Lurline Avenue, Department 79, Chastworth, CA 91311, (213) 341-2535.

This catalogue features a selection of educational materials and media for meeting the special and remedial needs of students - preschool through secondary levels.

Educational Dimensions Corporation, Box 126, Stamford, CN 06904.

This catalogue provides information on sound filmstrips in the areas of reading, perception, art and crafts.

5. Reference Materials

Aubrey, Ruth H. *Selected Free Materials for Classroom Teachers*. Palo Alto, California: Fearon Publishers, Current Edition.

This book provides a carefully screened, precisely annotated listing of free materials. Over 570 up-to-date sources of free classroom materials - thousands of items chosen, graded and annotated by a panel of leading educators are listed.

Fisk, Margaret (ed.). Encyclopedia of Associations. Volume 1. National Organizations of the United States. Detroit: Gale Research Co., Current Edition.

This encyclopedia is the only major source of detailed information concerning nonprofit American membership organizations of national scope. Information concerning the location, size, objectives and many other essential aspects of several thousand trade associations, professional societies, labor unions, fraternal and patriotic organizations and other types of groups consisting of voluntary members are listed.

Mapp, Edward. Books for Occupational Education Programs: A List for Community Colleges, Technical Institutes and Vocational Schools. New York: R. R. Bowker Company, Current Edition.

This guide will be useful in developing library collections and updating existing collections in career-oriented educational institutions. The list includes trade books, reference works, handbooks, texts, curriculum guides, continuations and other relevant titles of twenty-five pages or more currently used in career training. Periodicals and other non-book media are not included. Subjects covered represent standard curricula in community colleges and other career-technical-vocational institutions. Each entry includes author, title, subtitle, edition, publisher, main pagination or number of volumes and illustrations or series note.

Pepe, Thomas J. Free and Inexpensive Educational Aides. New York: Dover Publications, Inc., Current Edition.

This book serves as a source of known, available educational material. It lists over 1,700 books, films, folders, charts, posters, slides, booklets - 88 percent are free, 9 percent are less than 25 cents.

Review Western Tape Catalogue for audiovisual aids in Typewriting, Word Processing, Shorthand, General Office Skills and General Business and Materials from International Business Machines (IBM). (Guides to punctuation and proper grammar usage are also available on request - complimentary copies.) For information write or call: Western Tape, P. O. Box 69, Mountain View, CA 94042, (415) 969-0371.

Schuman, Patricia. Materials for Occupational Education: An Annotated Source Guide. New York: R. R. Bowker Company, Current Edition.

This source guide lists approximately 600 organizations which supply books, periodicals, manuals and multimedia aids for 63 occupational areas.

Education Commission of the States Publication List. Denver, Colorado: Education Commission of the States, Suite 300. 1860 Lincoln Street, Denver, CO 80295.

A listing of publications distributed by the Education Commission of the States. Some items are no charge; others minimum charge.

6. Associations

American Association of Elementary-Kindergarten-Nursery Educators (EKNE), 1201 Sixteenth Street, NW, Washington, DC 20036. (Professional society for elementary education workers.)

Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, DC 20016. (Association promotes good educational practices for children from infancy through early adolescence.)

Child Study Association, 50 Madison Avenue, New York, NY 10010. (Education and training organization concerned with mental health.)

Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091.

Get Set Day Care Program, 219 N. Broad Street, Philadelphia, PA 19107. (Day care program serving 5,000 children of low-income families.)

National Association for Creative Children and Adults, 8088 Springvalley Drive, Cincinnati, OH 45236.

National Association for the Education of Young Children, 1834 Connecticut Avenue, NW, Washington, DC 20009. (Offers professional guidance, leadership and consultation in the field of early childhood education.)

Play Schools Association, 120 West 57 Street, New York, NY 10019. (Promotes educational play programs for children during out-of-school hours.)

Offices for the following associations change periodically; therefore, only the association name is listed:

North Carolina Association for the Education of Young Children
North Carolina Day Care Association
North Carolina Association of Private Day Care Operators
North Carolina Conference on Social Services, Committee for Children and Youth
Parents and Professionals of Handicapped Children
North Carolina Association of Home Economics
North Carolina Community College Teacher Aide/Child Care Association
North Carolina Head Start Association

7. North Carolina State Agencies

Assistant Secretary for Children, Department of Human Resources, Albemarle Building, 325 North Salisbury Street, Raleigh, NC 27611, (919) 733-4834.

Child Advocacy, Department of Human Resources, Howard Building, 112 Lane Street, Raleigh, NC 27611, (919) 733-6880.

Day Care Section, Department of Human Resources, Albemarle Building, Raleigh, NC 27611, (919) 733-4830.

Division of Reading, (919) 733-2466. (Provides kindergarten assistance.)

Division for Exceptional Children, (919) 733-3921.

Division of School Food Services, (919) 733-7162.

Division of Vocational Education, Home Economics, (919) 733-7893.

These Divisions have the same mailing address: Department of Public Instruction, Education Building, Raleigh, NC 27611.

Office of Day Care Licensing, P. O. Box 10157, Raleigh, NC 27605, (919) 733-4801.

Title XX Contracts Unit, Department of Human Resources, 325 North Salisbury Street, Raleigh, NC 27611, (919) 733-4690.

8. Other Sources

Child Development Associate, "The CDA Credential . . . and You." Washington, DC: The CDA Consortium, June, 1972.

Children's Television Workshop, One Lincoln Plaza, New York, NY 10023, (212) 595-3456 or Robert I. Bright, Appalachian Regional Administrator, Community Education Services, P. O. Drawer X, St. Paul, VA 24283, (703) 762-9478.

Local Agriculture Extension Services.

Local Day Care and Child Development Centers.

Local Kindergarten Programs.

Local Social Services Departments.

Local Colleges and Universities.

APPENDIX A-1

Working Committee

CHILD CARE/TEACHER AIDE

WORKING COMMITTEE

Betty Randolph
Beaufort County Community College
P. O. Box 1069
Washington, NC 27889
(919) 946-6194

Betty Gabriel
Catawba Valley Technical College
Hickory, NC 28601
(704) 327-9124

Lois Petrowski
Central Piedmont Community College
P. O. Box 4009
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(704) 373-6633

Dr. Margaret Stewart
Gaston College
New Dallas Highway
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(704) 922-3136

Peggy Teague
Guilford Technical Institute
P. O. Box 309
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(919) 292-1101

Kay Stallings
Piedmont Technical College
P. O. Box 1197
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(919) 599-1181

Lauren George
Southeastern Community College
P. O. Box 151
Whiteville, NC 28472
(919) 642-7141

Celia O'Brient
Technical College of Alamance
P. O. Box 623
Haw River, NC 27258
(919) 578-2002

Rebecca Cline
Athens Drive High School
Raleigh, NC 27606
(919) 851-5522 or 4348

Linda Weatherly
Richmond Senior High School
Rockingham, NC 28379
(919) 895-6371

Gwen Heard
Myers Park High School
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Janet Nickerson
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(919) 733-4801

Phyllis Rollinson
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(919) 733-4830

Evelyn Tyler, Area Coordinator
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(919) 292-1101

Jim Jenkins
Charlotte Barnes
Division of Reading
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Education Building
Raleigh, NC 27611
(919) 733-2466

CHILD CARE/TEACHER AIDE WORKING COMMITTEE (Continued)

Marjory C. Unrath
Home Economics
N. C. Dept. of Public Instruction
Education Building
Raleigh, NC 27611
(919) 733-7893

Dr. R. Jean Overton
Program Development
N. C. Dept. of Community Colleges
Education Building
Raleigh, NC 27611
(919) 733-7946

APPENDIX A-2

Curriculum Committee

CHILD CARE/TEACHER AIDE

CURRICULUM COMMITTEE

COMMUNITY COLLEGES/TECHNICAL INSTITUTES AND COLLEGES

Betty Randolph	Beaufort County Community College P. O. Box 1069 Washington, NC 27889 (919) 946-6194
Betty Gabriel	Catawba Valley Technical College Hickory, NC 28601 (704) 327-9124
Lois Petrowski	Central Piedmont Community College P. O. Box 4009 Charlotte, NC 28204 (704) 373-6633
Patricia N. Whisnant	Forsyth Technical Institute 2100 Silas Creek Parkway Winston-Salem, NC 27103 (919) 723-0371
Dr. Margaret Stewart	Gaston College New Dallas Highway Dallas, NC 28034 (704) 922-3136
Peggy Teague	Guilford Technical Institute P. O. Box 309 Jamestown, NC 27282 (919) 292-1101
Madge Schwarz	Former faculty member Guilford Technical Institute
Mary Burgin	Isothermal Community College P. O. Box 804 Spindale, NC 28160 (704) 286-3636
Janet Smith	Former faculty member Isothermal Community College
Rosalind N. Welder	Mayland Technical College P. O. Box 547 Spruce Pine, NC 28777 (704) 765-7351
Kay Stallings	Piedmont Technical College P. O. Box 1197 Roxboro, NC 27573 (919) 599-1181
Sandy Eggleston	Rockingham Community College Wentworth, NC 27375 (919) 342-4261

COMMUNITY COLLEGES/TECHNICAL INSTITUTES AND COLLEGES (Continued)

Betty Busick	Sandhills Community College Route 3, Box 182-C Carthage, NC 28327 (919) 692-6185
Lauren George	Southeastern Community College P. O. Box 151 Whiteville, NC 28472 (919) 642-7141
Celia O'Brient	Technical College of Alamance P. O. Box 623 Haw River, NC 27258 (919) 578-2002
Doris Tucker	Former faculty member Vance Granville Community College (Now with Rutherford County School System)
Polly Ashelman	Former faculty member Wilson County Technical Institute

ELEMENTARY/SECONDARY

Frances Roberts	Elementary Supervisor Sanford/Lee Schools P. O. Box 1010 Sanford, NC 27330 (919) 776-0521
Larry Marker	Principal Southern Pines Elementary School Box 146 Southern Pines, NC 28387 (919) 692-8659
Rebecca Cline	Athens Drive High School 1420 Athens Drive Raleigh, NC 27606 (919) 851-5522 or 851-4348
Linda Weatherly	Richmond Senior High School Box 1060 Rockingham, NC 28379 (919) 895-6371
Gwen Heard	Myers Park High School 2400 Colony Road Charlotte, NC 28209 (704) 334-9492

BUSINESS/INDUSTRY

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Fred Baars	Staff Development Specialist Division for Exceptional Children N. C. Department of Public Instruction Education Building Raleigh, NC 27611 (919) 733-3921
Frances Dreps Phyllis Rollinson Fred Thompson	Day Care Section N. C. Department of Human Resources Albemarle Building Raleigh, NC 27611 (919) 733-6650
Janet Nickerson	Office of Child Day Care Licensing P. O. Box 10157 Raleigh, NC 27605 (919) 733-4801
Richard Rustay	University Research Corporation 1800 Peachtree Center 230 Peachtree Street, NW Atlanta, GA 30303 (404) 681-0664 (Formerly HSST/CDA Regional Consultant)
Evelyn Tyler	Area Coordinator Inservice Education for Teachers Guilford Technical Institute P. O. Box 309 Jamestown, NC 27282 (919) 292-1101

UNIVERSITY SYSTEM

Dr. James C. Edmundson, Jr.	Formerly with Fayetteville State University
Joan Sanoff	Wake-Raleigh Head Start 567 East Hargett Street Raleigh, NC 27601 (919) 833-8951 (Formerly with Fayetteville State University)

SPECIAL AREAS

Dr. Lenore Behar	Children & Youth Service, Chief Division of Mental Health and Mental Retardation Services Albemarle Building Raleigh, NC 27611 (919) 733-4630

SPECIAL AREAS (Continued)

Tony Hannah	Division of Mental Health and Mental Retardation Services Albemarle Building Raleigh, NC 27611 (919) 733-4665
Linda Heidgerd	Former staff member State Office for Children
Mary H. Purnell	Program Director, Division of Reading N. C. Department of Public Instruction Education Building Raleigh, NC 27611 (919) 733-2466
Dr. Ann F. Wolfe	Director, Mental Retardation Services Department Division of Mental Health and Mental Retardation Services Albemarle Building Raleigh, NC 27611 (919) 733-4660

COORDINATORS

Jim Jenkins	Operations Director, Division of Reading N. C. Department of Public Instruction Raleigh, NC 27611 (919) 733-2466 (Formerly with Division of Kindergarten-Early Childhood Education)
Charlotte Barnes	Consultant, Division of Reading N. C. Department of Public Instruction Raleigh, NC 27611 (919) 733-2466 (Formerly with Division of Kindergarten-Early Childhood Education)
Dr. R. Jean Overton	Assistant Director Program Development Division N. C. Department of Community Colleges Raleigh, NC 27611 (919) 733-7946
Marjory C. Unrath	Chief Consultant, Home Economics N. C. Department of Public Instruction Raleigh, NC 27611 (919) 733-7893

APPENDIX B-1

Introductory Letter

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

September 29, 1976

TO: Child Care/Teacher Aide Coordinator
and Interested Individuals

FROM: R. Jean Overton R. Jean Overton
Assistant Director
Program Development Division

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job; (2) a list of competencies and evaluated criteria essential to successfully perform in the job; (3) curriculum guidelines and (4) curriculum materials based on the competencies.

The Program Development Division is attempting to determine what portion of the competency-based child care/teacher aide information and materials that have been developed can best be utilized in this project. We are asking for your assistance in determining employment opportunities in the care and guidance of children.

The enclosed form identifies possible careers open to individuals in this area. These opportunities may or may not exist. Your response to the survey will contribute to the identification of jobs that do exist. (Please share and discuss this survey with other individuals interested in the care and guidance of children.)

After you have completed the survey, please return it in the stamped, self-addressed envelope on or before Monday, October 18. Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

bs

Enclosures

APPENDIX B-2

Career Opportunity Survey Instrument

Job Titles and Descriptions

CAREER OPPORTUNITY
SURVEY

The following employment opportunities have been identified as being careers open to individuals in the care and development of children. These opportunities may or may not exist in North Carolina.

Please indicate your opinion as to whether these employment opportunities do exist in our state by checking (✓) the yes or no block next to the career identified. Also, indicate your opinion as to the level(s) at which this training should be available. Add any additional career opportunities which exist in North Carolina and other comments on the back of each sheet.

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
359.878-014	Child-Care Attendant					
355.878-018	Child-Care School Attendant					
359.878-026	Nursery School Teacher					
359.878-022	Kindergartner					
307.878-010	Nursemaid					
309.878-026	Foster Mother					
USOE Code						
16.0501	Child-Care Center Assistant					
16.0502	Children's Hospital Division Assistant					
16.0503	Teacher's Assistant at the Preprimary Level					
	DAY CARE MOTHER					
	Babysitter					
	Child-Care Attendant					
	Housewife					
	Homemaker					
	FOSTER PARENT					
	Boarding Mother					
	Substitute Parent					
	Housewife					
	Homemaker					

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
	HOUSEPARENT					
	Child-Care Worker					
	Residential Teacher					
	Resident Counselor					
	Children's Unit Supervisor					
	Child-Development Worker					
	Director of Home					
	Housemother/Housefather					
	NURSERY SCHOOL/DAY CARE CENTER					
	DIRECTOR/TEACHER					
	Supervisor					
	Directress - Coordinator					
	Floating Teacher Supervising					
	Education					
	Owner					
	NURSERY SCHOOL/DAY CARE CENTER					
	TEACHER AIDE/ASSISTANT					
	Volunteer Mother					
	Preschool Assistant					
	Neighborhood Youth Corp Trainee					
	Preschool Mother-Helper					
	Volunteer					
	Bus Aide					

Please indicate areas represented:

Business ____

Education ____

Other ____

Geographic Region:

____

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CHILD CARE/TEACHER AIDE
JOB TITLES AND DESCRIPTIONS

DICTIONARY OF OCCUPATIONAL TITLES

Child Care Attendant (gov. ser.) (359.878.014)

Cares for group of children housed in city, county or other government institutions, under supervision of superintendent of home. Awakens children and gets ready for school or other activities. Gives instructions to children regarding desirable health and personal habits. Provides and leads recreational activities and participates or gives instructions to children's games. Disciplines children and recommends or initiates other measures to control behavior. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent or handicapped children.

Child Care School Attendant (355.878-018)

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training.

Nursery School Teacher (child-care leader, child-day-care center worker, nursery-school attendant, playroom attendant) (359.878.026)

Organizes and leads activities of prekindergarten children in nursery schools or playrooms operated for patrons of theatres, department stores, hotels and similar organizations - organizes and participates in games, reads to children, teaches them simple painting, drawing, handwork, songs and similar activities. Directs children in eating, resting and toileting. Helps children develop habits of caring for own clothing, picking up and putting away toys and books. Maintains discipline. May serve meals and refreshments to children and regulate rest periods. May assist in such tasks as preparing food and cleaning quarters.

Kindergartner (any ind.) (359.878-022)

Entertains children in nursery maintained by department store, country club, or similar establishment as service to patrons, by reading aloud, organizing and participating in games, and giving elementary lessons in arts or crafts.

Nursemaid (dom. ser.) (child monitor; children's nurse) (307.878-010)

Performs any combination of the following duties to attend children in private home: Observes and monitors play activities or amuses children by reading to or playing games with them. Prepares and serves meals or formulas. Sterilizes bottles and other equipment used for feeding infants. Dresses or assists children to dress and with bath. Accompanies children on walks or other outings. Washes and irons clothing. Keeps children's quarters clean and tidy. May clean other parts of home. When in charge of infants, may be designated as Infants Nurse. When employed on a daily or hourly basis, may be designated as Babysitter.

Foster Mother (dom. ser.) (309.878-026)

Rears children in own home as members of family. Oversees activities, regulating diet, recreation, rest periods, and sleeping time. Instructs children in good personal and health habits. Bathes, dresses, and undresses young children. Washes and irons clothing. Accompanies children on outings and walks. Takes disciplinary action when children misbehave. Children may return to parents' home during weekends and holidays, or may remain with Foster Mother full time. May work under supervision of welfare agency. May prepare periodic reports concerning progress and behavior of children for welfare agency.

US OFFICE OF EDUCATION

Teacher's Assistant at the Preprimary Level (16.0503)

Child-Care Center Assistants (16.0501)

Child Development (09.0102)

The study of children - their physical, mental, emotional and social growth and development and their care and guidance. (Social and biological sciences.)

Care and Guidance of Children (09.0201)

Preparation for various kinds of employment related to child care centers and young children, e.g., assisting directors of child day care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers and transportational terminals.

APPENDIX B-3

Career Opportunity Survey Results

CAREER OPPORTUNITY
SURVEY

The following employment opportunities have been identified as being careers open to individuals in the care and development of children. These opportunities may or may not exist in North Carolina.

Please indicate your opinion as to whether these employment opportunities do exist in our state by checking (✓) the yes or no block next to the career identified. Also, indicate your opinion as to the level(s) at which this training should be available. Add any additional career opportunities which exist in North Carolina and other comments on the back of each sheet.

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
359.878-014	Child-Care Attendant	30			15	10
355.878-018	Child-Care School Attendant	27			15	
359.878-026	Nursery School Teacher	32			21	
359.878-022	Kindergartner	30			17	10
307.878-010	Nursemaid	23		12		10
309.878-026	Foster Mother	34			13	14
USOE Code						
16.0501	Child-Care Center Assistant	35			16	18
16.0502	Children's Hospital Division					
	Assistant	26			15	
16.0503	Teacher's Assistant at the					
	Preprimary Level	33			19	10
	DAY CARE MOTHER					
	Babysitter	33		30		
	Child-Care Attendant	22				11
	Housewife	30		15		13
	Homemaker	30		14		13
	FOSTER PARENT					
	Boarding Mother	27		10	10	
	Substitute Parent	24		10		
	Housewife	23		14		
	Homemaker	24		13		

D.O.T. Code	Occupational Title	Career Opportunity		Where Training Should Be Available		
		Yes	No	High School	Com. Col. Tech. Inst.	Both
	HOUSEPARENT					
	Child-Care Worker	37			19	16
	Residential Teacher	29			26	
	Resident Counselor	30			27	
	Children's Unit Supervisor	29			25	
	Child-Development Worker	29			15	13
	Director of Home	29			27	
	Housemother/Housefather	28			20	
	NURSERY SCHOOL/DAY CARE CENTER					
	DIRECTOR/TEACHER					
	Supervisor	35			30	
	Directress - Coordinator	32			27	
	Floating Teacher Supervising Education	31			27	
	Owner	29			23	
	NURSERY SCHOOL/DAY CARE CENTER					
	TEACHER AIDE/ASSISTANT					
	Volunteer Mother	28		12		10
	Preschool Assistant	36			18	15
	Neighborhood Youth Corp Trainee	26		10		13
	Preschool Mother-Helper	26		15		
	Volunteer	33		13		15
	Bus Aide	28		15		

Please indicate areas represented:

Business ____

Education ____

Other ____

Geographic Region: ________________

APPENDIX C-1

Introductory Letters

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

September 26, 1977

TO: Child Care Directors and Workers

FROM:
R. Jean Overton R. Jean Overton
Assistant Director
Program Development Division
Dept. of Community Colleges

Marjory C. Unrath Marjory C Unrath
Chief Consultant
Home Economics Education
Dept. of Public Instruction

James W. Jenkins, Director James W. Jenkins
Kindergarten-Early Childhood
Dept. of Public Instruction

SUBJECT: Task Survey

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job, (2) a list of competencies and evaluative criteria essential to successfully perform in the job, (3) curriculum guidelines and (4) curriculum materials based on the competencies.

We need your help in determining a list of tasks that are performed in your job as well as your ideas about what is needed to work effectively with children. This information will be used in planning our curriculum guidelines and materials. In addition, we will be able to compile a list of skills which will be required for graduates of our child care program.

The enclosed forms identify possible tasks for child care directors and workers. One form is to be completed by the director and one to be completed by a child care worker.

Please complete the surveys and return them in the stamped, self-addressed envelope on or before Friday, October 14. Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

bs

Enclosures

DEPARTMENT OF
COMMUNITY COLLEGES
NORTH CAROLINA STATE BOARD OF EDUCATION
RALEIGH 27611

September 26, 1977

TO: Child Care Training Educator/Consultant

FROM:
R. Jean Overton R. Jean Overton
Assistant Director
Program Development Division
Dept. of Community Colleges

Marjory C. Unrath Marjory C Unrath
Chief Consultant
Home Economics Education
Dept. of Public Instruction

James W. Jenkins, Director James W. Jenkins
Kindergarten-Early Childhood
Dept. of Public Instruction

SUBJECT: Task Survey

The Department of Community Colleges is conducting a project to determine the competencies required by employers for successful employment on the job. This project is designed to provide: (1) a validated list of career opportunities and the tasks performed by employees in a given job, (2) a list of competencies and evaluative criteria essential to successfully perform in the job, (3) curriculum guidelines and (4) curriculum materials based on the competencies.

As a part of the continuous articulation efforts of the Program Development, Home Economics and Kindergarten-Early Childhood staffs, we are attempting to determine the tasks required to perform certain jobs. We would like to have your opinion of tasks that child care directors and workers should perform on the job as well as your ideas about what is needed to work effectively with children. The information will be used in planning our curriculum guidelines and materials. In addition, we will be able to compile a list of skills that will be required for graduates of our child care program.

The enclosed form identifies possible tasks for child care directors and workers. These tasks may or may not be performed in child care occupations. Your response to the survey will contribute to the verification of tasks that do exist.

Please complete the survey and return it in the stamped, self-addressed envelope on or before Friday, October 14. Your responses will be compiled with the responses of other individuals completing the survey, with no individual responses identified.

Your participation is appreciated.

bs

APPENDIX C-2

Task Survey Instrument

COMPETENCY-BASED CHILD CARE EDUCATION CURRICULUM STUDY

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

RALEIGH, NORTH CAROLINA

Curriculum No. T073 and V067 Survey No. ☐☐☐☐

Name of Center, Institution, Agency ____________________

1. Title of person completing survey form. ☐

1-1 ___ Child Care Director
1-2 ___ Child Care Worker
1-3 ___ Educator
1-4 ___ Consultant
1-5 ___ Other (Please Specify) ____________________ ____________________

QUESTIONS 2 - 9 TO BE COMPLETED BY CHILD CARE DIRECTOR AND WORKER ONLY.

2. How many years of experience have you had in day care work? ☐

2-1 ___ Less than 1 year
2-2 ___ 1-5 years
2-3 ___ 6-10 years
2-4 ___ 11-15 years
2-5 ___ Over 15 years

3. What education level do you have? ☐

3-1 ___ Less than high school
3-2 ___ High school diploma

Community college/technical institute
3-3 ___ Less than 1-year
3-4 ___ 1-year diploma
3-5 ___ 2-year degree

3-6 ___ 4-year university/college

4. Major area of study in community college/technical institute or four-year university/college. ☐

4-1 ____________________

5. From the following list of child care courses, check the courses that have been most beneficial to you in your work.

☐☐☐☐☐☐☐☐☐

5-1 ___ Preschool Education
5-2 ___ Creative Activities
5-3 ___ Children's Literature
5-4 ___ Physcial Activities
5-5 ___ Art and Music
5-6 ___ Humanities
5-7 ___ Exceptional Child
5-8 ___ Seminar-Practicum
5-9 ___ Other (Please Specify) ____________________ ____________________

6. From the following list of related courses, check the courses that have been most beneficial to you in your work?

☐☐☐☐☐☐

6-1 ___ Human Growth and Development
6-2 ___ Parent Education
6-3 ___ Nutrition
6-4 ___ First Aid
6-5 ___ Human Relations
6-6 ___ Other (Please Specify)
____
____

7. From the following list of general education courses, check the courses that have been most beneficial to you in your work.

☐☐☐☐☐☐☐

7-1 ___ English/Literature
7-2 ___ Mathematics
7-3 ___ Science
7-4 ___ Psychology
7-5 ___ Sociology
7-6 ___ Art and Music
7-7 ___ Other (Please Specify)
____
____

8. Would you like assistance for your program? ☐

8-1 ___ Yes
8-2 ___ No

9. Which would be more beneficial to you? ☐

9-1 ___ Courses for credit
9-2 ___ Workshop
9-3 ___ On-site consultation

COMPETENCY-BASED CHILD CARE EDUCATION CURRICULUM STUDY

TASKS PERFORMED IN CHILD CARE OCCUPATIONS

Directions: The list of tasks shown below may or may not be performed by persons in child care occupations. Please use the following key to make your evaluation of the importance of each task. The person should possess:

1. no competency in this activity
2. slight competency in this activity
3. moderate competency in this activity
4. considerable competency in this activity
5. complete competency in this activity

Please answer all questions. There are no right nor wrong answers. What is important is how you rate each competency.

Please circle the rating (1-2-3-4-5) which best indicates your feelings as to the importance of each task. Please do not omit any tasks.

In the space provided at the bottom of the list of tasks, please list and rate the importance of any additional tasks required to perform the job.

Definition: Competent (Webster) 1. Well qualified; capable; fit.

Competency (Webster) 2. Condition or quality of being competent.

DATA PROCESSING CODE

1
2
3
4
5
6
7
8
9
10

no
slight
moderate
considerable
complete

TASKS

CHILD CARE WORKER

PART I. ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING EVIRONMENT

11. 1 2 3 4 5 Select materials and equipment to use in fostering sensory development of children.

12. 1 2 3 4 5 Talk to children while eating to establish positive attitudes toward food, develop table manners, hygiene habits, etc.

13. 1 2 3 4 5 Make equipment, toys, games, etc. that are needed when commercial items aren't available (repair broken toys, torn books, etc.)

14. 1 2 3 4 5 Maintain an orderly environment for activities.

15. 1 2 3 4 5 Participate in planning and assist in developing educational material.

16. 1 2 3 4 5 Plan long and short range objectives for the group based on the needs of the children.

17. 1 2 3 4 5 Keep resource file of teaching materials.

18. 1 2 3 4 5 Regulate rest periods.

19. 1 2 3 4 5 Be responsible for seeing that facility and supplies are in good working condition.

20. 1 2 3 4 5 Operate A-V equipment including film, filmstrip, overhead, and opaque projectors.

21. 1 2 3 4 5 Perform housekeeping duties to keep room clean, orderly and free from clutter.

22. 1 2 3 4 5 Supervise and promote good habits in eating, resting and toileting.

23. 1 2 3 4 5 Be alert to potential hazards in or outside of the building.

24. 1 2 3 4 5 Serve meals and refreshments to children.

25. 1 2 3 4 5 Assist in food preparation and service, if necessary.

26. 1 2 3 4 5 Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administers first aid, practices fire drills.

27. 1 2 3 4 5 Recognize signs of illness in children and follow through appropriately; i.e., refers parent to doctor or other community health source.

28. 1 2 3 4 5 Arrange for field trips.

29. 1 2 3 4 5 Arrange for visits to classroom by persons in community, i.e. policeman/woman, librarian, nurse, etc.

30. 1 2 3 4 5 Organize classroom into usable learning areas such as block building, dramatic play, music, book corner, etc. which allow maximum use of space and equipment.

PART II. ADVANCED PHYSICAL AND INTELLECTUAL COMPETENCE

31. 1 2 3 4 5 Establish and maintain interest centers appropriate to development needs of each age group.

32. 1 2 3 4 5 Read stories to child.

33. 1 2 3 4 5 Encourage child to be creative in areas of painting, drawing, handwork, songs and dramatic activities.

34. 1 2 3 4 5 Stimulate language development in child through all activities with a special emphasis on conversation, reading and telling stories, poems, learning new words, looking at books, films, slides, etc.

35. 1 2 3 4 5 Relate positively to child while performing tasks such as: diapering, toileting, bathing, dressing, recognizing and treating illness, feeding.

36. 1 2 3 4 5 Be aware of individual needs of children within the group.

37. 1 2 3 4 5 Plan a program to appropriately meet individual needs.

38. 1 2 3 4 5 Make available materials and equipment that develop both large and small motor skills.

39. 1 2 3 4 5 Encourage free play for outdoor and indoor activities.

40. 1 2 3 4 5 Plan daily for general and individualized learning activities.

41. 1 2 3 4 5 Allow for child to use basic impulses to explore the physical environment and master problems that require skill and body coordination.

42. 1 2 3 4 5 Infant Care - maintain nurturing caregiving by holding infant while feeding, stimulate by cuddling and talking, meet physical needs such as diapering and changing positions periodically.

43. 1 2 3 4 5 Toddlers - foster learning by allowing freedom to crawl, explore, touch, and taste environment, stimulate language by talking, reading, singing and playing music.

PART III. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

44. 1 2 3 4 5 Encourage child to develop habits of caring for own clothing, picking up and putting away toys and books.

45. 1 2 3 4 5 Encourage child to put on shoes so that shoes are on the right feet; teach child how to tie shoes.

46. 1 2 3 4 5 Provide a balance of experiences that bring successes and challenges.

47. 1 2 3 4 5 Provide an atmosphere where child can work cooperatively as well as independently.

48. 1 2 3 4 5 Provide means in which child can find acceptable ways of expressing negative feelings.

49. 1 2 3 4 5 Encourage child to know, accept and appreciate herself/ himself as an individual.

50. 1 2 3 4 5 Encourage child to care for personal items, i.e. coats, hats, etc. , through proper use and storage.

51. 1 2 3 4 5 Provide experiences with and for each child on an individual basis.

52. 1 2 3 4 5 Provide an accepting environment allowing child to grow toward a sense of positive identity as boys/ girls, as members of the family and ethnic groups.

53. 1 2 3 4 5 Select appropriate guidance techniques to use for a given problem situation: i.e. anger, jealousy, fear, anxiety, depression, sorrow, over-active behavior, etc.

PART IV. POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP ENVIRONMENT

54. 1 2 3 4 5 Provide a reasonable system of limits so child can respect rights and property of others. These limits are practiced by both child and adults.

55. 1 2 3 4 5 Be responsible for a given number of children grouped together for most of each day.

56. 1 2 3 4 5 Be responsible for the whereabouts of each child within his/her charge at all times.

57. 1 2 3 4 5 Supervise playground aotivities.

58. 1 2 3 4 5 Organize and participate in games.

59. 1 2 3 4 5 Set up daily work schedule in cooperation with the director and other staff members.

PART V. COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS.

60. 1 2 3 4 5 Establish a rapport with each parent and keep well informed of the status of child.

61. 1 2 3 4 5 Conduct individual parent-teacher conferences each year.

62. 1 2 3 4 5 Follow policy to inform parents of planned field trips.

63. 1 2 3 4 5 Attend all staff meetings and parent meetings.

64. 1 2 3 4 5 Contact parents of child who has been absent for two or more days (or follow policy of center).

PART VI. SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

65. 1 2 3 4 5 Prepare list of supplies needed by group.

66. 1 2 3 4 5 Plan for and inform volunteers, teacher aides and others in his/her immediate supervision of their daily responsibilities.

67. 1 2 3 4 5 Plan daily program and areas of responsibility for those working in center.

68. 1 2 3 4 5 Cooperate with social worker and/or other community resource persons concerning adjustment problems of a child whenever indicated.

69. 1 2 3 4 5 Assist in recruiting volunteers for the center.

70. 1 2 3 4 5 Attend workshops, meetings, classes for professional improvement.

71. 1 2 3 4 5 Maintain progress reports on each child.

72. 1 2 3 4 5 Supervise, guide and involve the assistant or volunteer in all class plans and follow-through.

73. 1 2 3 4 5 Maintain necessary records on children as mandated by law or deemed valuable by parents or personnel in the center.

74. 1 2 3 4 5 Maintain open communication with director of center in daily planning.

75. 1 2 3 4 5

76. 1 2 3 4 5

77. 1 2 3 4 5

78. 1 2 3 4 5

79. 1 2 3 4 5

80. 1 2 3 4 5

CHILD CARE DIRECTOR

PART I. ADMINISTRATION

1. 1 2 3 4 5 Administer and develop the total program of day care services.
2. 1 2 3 4 5 Assume major responsibility for the operation of the center.
3. 1 2 3 4 5 Act as a liaison between board of directors and staff.
4. 1 2 3 4 5 Support, facilitate and improve service within policies approved by the board.
5. 1 2 3 4 5 Help board develop sound operating policies and recommend changes and improvements.
6. 1 2 3 4 5 Provide leadership in planning, organizing and staffing.
7. 1 2 3 4 5 Work closely with officers and members of the board, attend all board meetings, and participate in work of appropriate committees.
8. 1 2 3 4 5 Inaugurate and supervise a program which is in accordance with established policies.
9. 1 2 3 4 5 Order professional materials for staff use.
10. 1 2 3 4 5 Establish a means of contact between parent and staff.
11. 1 2 3 4 5 Receive fees and issue receipts and keep accurate record of payments.
12. 1 2 3 4 5 Help plan parent meetings and parent involvement; hold parent conferences (in person or by phone) regularly.
13. 1 2 3 4 5 Supervise and plan with volunteers (enlist and train if needed).
14. 1 2 3 4 5 Give regular report to board of directors.
15. 1 2 3 4 5 Submit an annual projected operating budget.
16. 1 2 3 4 5 Personally responsible for the enrollment of all children.
17. 1 2 3 4 5 Solicit funds (donations, private and civic; federal and private grants; etc.)
18. 1 2 3 4 5 Coordinate the cleaning activities of the center.
19. 1 2 3 4 5 Supervise the transportation of children to and from school, field trips, etc.

20. 1 2 3 4 5 Be responsible for insurance policies, licensing, certification, yearly inspection.

21. 1 2 3 4 5 Maintain public relations and/or rapport with renter, church staff and congregation, sponsoring agency, and community.

22. 1 2 3 4 5 Interpret the service to the community.

23. 1 2 3 4 5 Compile a well-defined job description for each position.

24. 1 2 3 4 5 Bring to the attention of the board any scholarship needs.

25. 1 2 3 4 5 Purchase equipment and supplies.

26. 1 2 3 4 5 Maintain records related to staff, children, legal data reports.

27. 1 2 3 4 5 Follow through on any unpaid tuition.

28. 1 2 3 4 5 Be aware of all local resource persons in the community who would serve as referral agents for special problems in the area of physical, mental or emotional development.

29. 1 2 3 4 5 Be available to attend meetings in the community which are directly or indirectly related to the preschool child.

30. 1 2 3 4 5 Attend workshops, meetings, classes for professional improvement.

PART II. SUPERVISION

31. 1 2 3 4 5 Establish and maintain a means of open communication with total staff on a daily basis.

32. 1 2 3 4 5 Arrange for staff to visit other preschool programs.

33. 1 2 3 4 5 Coordinate staff development and encourage attendance at professional conferences.

34. 1 2 3 4 5 Evaluate staff.

35. 1 2 3 4 5 Clearly define the allocation of authority within the agency.

36. 1 2 3 4 5 Visit classrooms frequently.

37. 1 2 3 4 5 Work and plan with Teacher-Parent Group.

38. 1 2 3 4 5 Serve as a resource person in class planning.

39. 1 2 3 4 5 Select and supervise staff.

PART III. DIRECT SERVICES TO CHILDREN

40. 1 2 3 4 5 Plan menus and purchase the food.

41. 1 2 3 4 5 Make equipment (tables, cabinets, bean bags, etc.), if necessary.

42. 1 2 3 4 5 Call for conferences with parents who have children with special problems.

43. 1 2 3 4 5 Be available to discuss problems with parents at any time.

44. 1 2 3 4 5 Make recommendations to parents of community resources available for specific needs.

45. 1 2 3 4 5 Be available to assist or fill in for any staff member when needed.

46. 1 2 3 4 5 Plan and coordinate parent education and/or couseling.

47. 1 2 3 4 5 Handle emergency situations with needed information and/or skills: i.e. obtain medical services, administer first aid, practice fire drills.

48. 1 2 3 4 5 Establish and maintain positive relationships with parents, agencies and local community.

49. 1 2 3 4 5

50. 1 2 3 4 5

51. 1 2 3 4 5

52. 1 2 3 4 5

53. 1 2 3 4 5

54. 1 2 3 4 5

55. 1 2 3 4 5

APPENDIX C-3

Task Survey Results

CHILD CARE SURVEY

Population for day care centers was randomly selected. The selection included 25 percent of the total 1,867 day care centers licensed by the Office of Day Care Licensing and was based on the number of centers in 100 counties.

Day Care Centers	Number Selected
5 or less	1
15-6	3
25-16	5
35-26	8
45-36	10
55-46	13
65-56	15
75-66	18
99-76	21
100 or more	25

Total population included 481 child care centers with survey for director and worker. A total of 100 educators/consultants were surveyed.

Total survey response was 285 which included 110 child care directors, 101 child care workers, 70 educators/consultants, 2 consultants, 1 training coordinator and 1 county child care coordinator.

COMPETENCY-BASED CHILD CARE EDUCATION CURRICULUM STUDY

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

RALEIGH, NORTH CAROLINA

Curriculum No. T073 **and** V067 **Survey No.**

Total Surveys

Name of Center, Institution, Agency *481 Centers; 100 Educators*

Total Returns *285*

1. Title of person completing survey form.

1-1 *110* Child Care Director
1-2 *101* Child Care Worker
1-3 *70* Educator
1-4 *2* Consultant
1-5 ___ Other (Please Specify)
1 Training Coordinator
1 County Child Care Coordinator

QUESTIONS 2 - 9 TO BE COMPLETED BY CHILD CARE DIRECTOR AND WORKER ONLY.

2. How many years of experience have you had in day care work?

Dir.		*Work.*		*Dir.*		*Work.*	
5	2-1	*10*	Less than 1 year	*13*	2-4	*6*	11-15 years
55	2-2	*54*	1-5 years	*10*	2-5	*2*	Over 15 years
27	2-3	*28*	6-10 years				

3. What education level do you have?

Dir.		*Work.*		*Dir.*		*Work.*	
6	3-1	*10*	Less than high school	*62*	3-6	*32*	4-year university/ college
9	3-2	*18*	High school diploma				

Community college/technical institute

6	3-3	*14*	Less than 1-year
3	3-4	*7*	1-year diploma
7	3-5	*16*	2-year degree

*Other**

Director

7 Master's Degree *Sociology* *2 some college*
Early Childhood *Family/Child Dev.* *2 some graduate*
Social Work *Mental Retardation*

4. Major area of study in community college/technical institute or four-year university/college.

4-1 *Refer to page 49, Table 1.*

5. From the following list of child care courses, check the courses that have been most beneficial to you in your work.

Dir.		*Work.*		*Dir.*		*Work.*	
81	5-1	*49*	Preschool Education	*24*	5-6	*20*	Humanities
62	5-2	*57*	Creative Activities	*40*	5-7	*26*	Exceptional Child
48	5-3	*40*	Children's Literature	*33*	5-8	*28*	Seminar-Practicum
51	5-4	*42*	Physcial Activities		5-9		Other (Please Specify)
62	5-5	*53*	Art and Music				

Science for Young Children
Methods Courses on How to Teach Reading, Math, etc.

**Worker* *- 8 - 1-3 years college; 1 - 6 years college*

6. From the following list of related courses, check the courses that have been most beneficial to you in your work?

Dir.		*Work.*	
79	6-1	67	Human Growth and Development
48	6-2	36	Parent Education
43	6-3	32	Nutrition

Dir.		*Work.*	
57	6-4	41	First Aid
56	6-5	35	Human Relations
	6-6		Other (Please Specify)

Management, Supervision, Accounting, Marriage and Family

7. From the following list of general education courses, check the courses that have been most beneficial to you in your work.

Dir.		*Work.*	
46	7-1	42	English/Literature
24	7-2	21	Mathematics
31	7-3	34	Science
80	7-4	58	Psychology

Dir.		*Work.*	
48	7-5	39	Sociology
61	7-6	52	Art and Music
	7-7		Other (Please Specify)

8. Would you like assistance for your program?

Dir.		*Work.*	
73	8-1	66	Yes
30	8-2	20	No

9. Which would be more beneficial to you?

Dir.		*Work.*	
35	9-1	45	Courses for credit
50	9-2	43	Workshop
18	9-3	13	On-site consultation

Depends on the consultant.

NOTE: The importance of each task listed on pages 51-58, as rated by child care directors (employers), child care workers (employees) and educators, is shown in the computer analysis printout on pages 59-63.

Child care directors and workers were given the opportunity to list and rate the importance of additional tasks required to perform their jobs. The additional tasks and/or comments are listed in Table 2 on pages 65-67.

TABLE 1

MAJOR AREA OF STUDY IN EDUCATIONAL SYSTEM

(Question 4)

Area of Study	Child Care	
	Director	Worker
Early Childhood Education	17	28
Child Care Worker	2	2
Elementary Education	14	5
Preschool Education		1
Primary Education	2	1
Child Development/Family Relations	4	3
Education	5	3
Special Education/Speech	3	1
Home Economics	12	2
Social Science	2	1
Social Work	1	2
Sociology	8	4
Psychology	7	2
Business Administration/Economics/Secretarial	9	4
Nursing	2	2
Mental Health	1	
Biology	1	
Music	3	
Art	3	
Physical Education	1	
History/Historical Theology	3	3
Religious Education/Philosophy	2	3
Political Science	2	
Chemistry/Math	2	
College Parallel	1	
Humanities	1	
Behavioral Management/First Aid	1	
English	1	
Community Development	1	
Human Development/Learning	1	1
Spanish	1	
Liberal Arts		1
Natural Sciences		1

COMPETENCY-BASED CHILD CARE EDUCATION CURRICULUM STUDY

TASKS PERFORMED IN CHILD CARE OCCUPATIONS

Directions: The list of tasks shown below may or may not be performed by persons in child care occupations. Please use the following key to make your evaluation of the importance of each task. The person should possess:

1. no competency in this activity
2. slight competency in this activity
3. moderate competency in this activity
4. considerable competency in this activity
5. complete competency in this activity

Please answer all questions. There are no right nor wrong answers. What is important is how you rate each competency.

Please circle the rating (1-2-3-4-5) which best indicates your feelings as to the importance of each task. Please do not omit any tasks.

In the space provided at the bottom of the list of tasks, please list and rate the importance of any additional tasks required to perform the job.

DATA PROCESSING CODE

1
2
3
4
5
6
7
8
9
10

Definition: Competent (Webster) 1. Well qualified; capable; fit.

Competency (Webster) 2. Condition or quality of being competent.

no
slight
moderate
considerable
complete

TASKS

CHILD CARE WORKER

PART I. ESTABLISH AND MAINTAIN A SAFE AND HEALTHY LEARNING EVIRONMENT

11. 1 2 3 4 5 Select materials and equipment to use in fostering sensory development of children.

12. 1 2 3 4 5 Talk to children while eating to establish positive attitudes toward food, develop table manners, hygiene habits, etc.

13. 1 2 3 4 5 Make equipment, toys, games, etc. that are needed when commercial items aren't available (repair broken toys, torn books, etc.)

14. 1 2 3 4 5 Maintain an orderly environment for activities.

15. 1 2 3 4 5 Participate in planning and assist in developing educational material.

16. 1 2 3 4 5 Plan long and short range objectives for the group based on the needs of the children.

17. 1 2 3 4 5 Keep resource file of teaching materials.

18. 1 2 3 4 5 Regulate rest periods.

19. 1 2 3 4 5 Be responsible for seeing that facility and supplies are in good working condition.

20. 1 2 3 4 5 Operate A-V equipment including film, filmstrip, overhead, and opaque projectors.

21. 1 2 3 4 5 Perform housekeeping duties to keep room clean, orderly and free from clutter.

22. 1 2 3 4 5 Supervise and promote good habits in eating, resting and toileting.

23. 1 2 3 4 5 Be alert to potential hazards in or outside of the building.

24. 1 2 3 4 5 Serve meals and refreshments to children.

25. 1 2 3 4 5 Assist in food preparation and service, if necessary.

26. 1 2 3 4 5 Handle emergency situations with needed information and/or skills: i.e., obtain medical services, administers first aid, practices fire drills.

27. 1 2 3 4 5 Recognize signs of illness in children and follow through appropriately; i.e., refers parent to doctor or other community health source.

28. 1 2 3 4 5 Arrange for field trips.

29. 1 2 3 4 5 Arrange for visits to classroom by persons in community, i.e. policeman/woman, librarian, nurse, etc.

30. 1 2 3 4 5 Organize classroom into usable learning areas such as block building, dramatic play, music, book corner, etc. which allow maximum use of space and equipment.

PART II. ADVANCED PHYSICAL AND INTELLECTUAL COMPETENCE

31. 1 2 3 4 5 Establish and maintain interest centers appropriate to development needs of each age group.

32. 1 2 3 4 5 Read stories to child.

33. 1 2 3 4 5 Encourage child to be creative in areas of painting, drawing, handwork, songs and dramatic activities.

34. 1 2 3 4 5 Stimulate language development in child through all activities with a special emphasis on conversation, reading and telling stories, poems, learning new words, looking at books, films, slides, etc.

35. 1 2 3 4 5 Relate positively to child while performing tasks such as: diapering, toileting, bathing, dressing, recognizing and treating illness, feeding.

36. 1 2 3 4 5 Be aware of individual needs of children within the group.

37. 1 2 3 4 5 Plan a program to appropriately meet individual needs.

38. 1 2 3 4 5 Make available materials and equipment that develop both large and small motor skills.

39. 1 2 3 4 5 Encourage free play for outdoor and indoor activities.

40. 1 2 3 4 5 Plan daily for general and individualized learning activities.

41. 1 2 3 4 5 Allow for child to use basic impulses to explore the physical environment and master problems that require skill and body coordination.

42. 1 2 3 4 5 Infant Care - maintain nurturing caregiving by holding infant while feeding, stimulate by cuddling and talking, meet physical needs such as diapering and changing positions periodically.

43. 1 2 3 4 5 Toddlers - foster learning by allowing freedom to crawl, explore, touch, and taste environment, stimulate language by talking, reading, singing and playing music.

PART III. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

44. 1 2 3 4 5 Encourage child to develop habits of caring for own clothing, picking up and putting away toys and books.

45. 1 2 3 4 5 Encourage child to put on shoes so that shoes are on the right feet; teach child how to tie shoes.

46. 1 2 3 4 5 Provide a balance of experiences that bring successes and challenges.

47. 1 2 3 4 5 Provide an atmosphere where child can work cooperatively as well as independently.

48. 1 2 3 4 5 Provide means in which child can find acceptable ways of expressing negative feelings.

49. 1 2 3 4 5 Encourage child to know, accept and appreciate herself/himself as an individual.

50. 1 2 3 4 5 Encourage child to care for personal items, i.e. coats, hats, etc. , through proper use and storage.

51. 1 2 3 4 5 Provide experiences with and for each child on an individual basis.

52. 1 2 3 4 5 Provide an accepting environment allowing child to grow toward a sense of positive identity as boys/girls, as members of the family and ethnic groups.

53. 1 2 3 4 5 Select appropriate guidance techniques to use for a given problem situation: i.e. anger, jealousy, fear, anxiety, depression, sorrow, over-active behavior, etc.

PART IV. POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP ENVIRONMENT

54. 1 2 3 4 5 Provide a reasonable system of limits so child can respect rights and property of others. These limits are practiced by both child and adults.

55. 1 2 3 4 5 Be responsible for a given number of children grouped together for most of each day.

56. 1 2 3 4 5 Be responsible for the whereabouts of each child within his/her charge at all times.

57. 1 2 3 4 5 Supervise playground activities.

58. 1 2 3 4 5 Organize and participate in games.

59. 1 2 3 4 5 Set up daily work schedule in cooperation with the director and other staff members.

PART V. COORDINATION OF HOME AND CENTER CHILD-REARING PRACTICES AND EXPECTATIONS.

60. 1 2 3 4 5 Establish a rapport with each parent and keep well informed of the status of child.

61. 1 2 3 4 5 Conduct individual parent-teacher conferences each year.

62. 1 2 3 4 5 Follow policy to inform parents of planned field trips.

63. 1 2 3 4 5 Attend all staff meetings and parent meetings.

64. 1 2 3 4 5 Contact parents of child who has been absent for two or more days (or follow policy of center).

PART VI. SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

65. 1 2 3 4 5 Prepare list of supplies needed by group.

66. 1 2 3 4 5 Plan for and inform volunteers, teacher aides and others in his/her immediate supervision of their daily responsibilities.

67. 1 2 3 4 5 Plan daily program and areas of responsibility for those working in center.

68. 1 2 3 4 5 Cooperate with social worker and/or other community resource persons concerning adjustment problems of a child whenever indicated.

69. 1 2 3 4 5 Assist in recruiting volunteers for the center.

70. 1 2 3 4 5 Attend workshops, meetings, classes for professional improvement.

71. 1 2 3 4 5 Maintain progress reports on each child.

72. 1 2 3 4 5 Supervise, guide and involve the assistant or volunteer in all class plans and follow-through.

73. 1 2 3 4 5 Maintain necessary records on children as mandated by law or deemed valuable by parents or personnel in the center.

74. 1 2 3 4 5 Maintain open communication with director of center in daily planning.

75. 1 2 3 4 5

76. 1 2 3 4 5

77. 1 2 3 4 5

78. 1 2 3 4 5

79. 1 2 3 4 5

80. 1 2 3 4 5

CHILD CARE DIRECTOR

PART I. ADMINISTRATION

1. 1 2 3 4 5 Administer and develop the total program of day care services.
2. 1 2 3 4 5 Assume major responsibility for the operation of the center.
3. 1 2 3 4 5 Act as a liaison between board of directors and staff.
4. 1 2 3 4 5 Support, facilitate and improve service within policies approved by the board.
5. 1 2 3 4 5 Help board develop sound operating policies and recommend changes and improvements.
6. 1 2 3 4 5 Provide leadership in planning, organizing and staffing.
7. 1 2 3 4 5 Work closely with officers and members of the board, attend all board meetings, and participate in work of appropriate committees.
8. 1 2 3 4 5 Inaugurate and supervise a program which is in accordance with established policies.
9. 1 2 3 4 5 Order professional materials for staff use.
10. 1 2 3 4 5 Establish a means of contact between parent and staff.
11. 1 2 3 4 5 Receive fees and issue receipts and keep accurate record of payments.
12. 1 2 3 4 5 Help plan parent meetings and parent involvement; hold parent conferences (in person or by phone) regularly.
13. 1 2 3 4 5 Supervise and plan with volunteers (enlist and train if needed).
14. 1 2 3 4 5 Give regular report to board of directors.
15. 1 2 3 4 5 Submit an annual projected operating budget.
16. 1 2 3 4 5 Personally responsible for the enrollment of all children.
17. 1 2 3 4 5 Solicit funds (donations, private and civic; federal and private grants; etc.)
18. 1 2 3 4 5 Coordinate the cleaning activities of the center.
19. 1 2 3 4 5 Supervise the transportation of children to and from school, field trips, etc.

20. 1 2 3 4 5 Be responsible for insurance policies, licensing, certification, yearly inspection.

21. 1 2 3 4 5 Maintain public relations and/or rapport with renter, church staff and congregation, sponsoring agency, and community.

22. 1 2 3 4 5 Interpret the service to the community.

23. 1 2 3 4 5 Compile a well-defined job description for each position.

24. 1 2 3 4 5 Bring to the attention of the board any scholarship needs.

25. 1 2 3 4 5 Purchase equipment and supplies.

26. 1 2 3 4 5 Maintain records related to staff, children, legal data reports.

27. 1 2 3 4 5 Follow through on any unpaid tuition.

28. 1 2 3 4 5 Be aware of all local resource persons in the community who would serve as referral agents for special problems in the area of physical, mental or emotional development.

29. 1 2 3 4 5 Be available to attend meetings in the community which are directly or indirectly related to the preschool child.

30. 1 2 3 4 5 Attend workshops, meetings, classes for professional improvement.

PART II. SUPERVISION

31. 1 2 3 4 5 Establish and maintain a means of open communication with total staff on a daily basis.

32. 1 2 3 4 5 Arrange for staff to visit other preschool programs.

33. 1 2 3 4 5 Coordinate staff development and encourage attendance at professional conferences.

34. 1 2 3 4 5 Evaluate staff.

35. 1 2 3 4 5 Clearly define the allocation of authority within the agency.

36. 1 2 3 4 5 Visit classrooms frequently.

37. 1 2 3 4 5 Work and plan with Teacher-Parent Group.

38. 1 2 3 4 5 Serve as a resource person in class planning.

39. 1 2 3 4 5 Select and supervise staff.

PART III. DIRECT SERVICES TO CHILDREN

40. 1 2 3 4 5 Plan menus and purchase the food.

41. 1 2 3 4 5 Make equipment (tables, cabinets, bean bags, etc.), if necessary.

42. 1 2 3 4 5 Call for conferences with parents who have children with special problems.

43. 1 2 3 4 5 Be available to discuss problems with parents at any time.

44. 1 2 3 4 5 Make recommendations to parents of community resources available for specific needs.

45. 1 2 3 4 5 Be available to assist or fill in for any staff member when needed.

46. 1 2 3 4 5 Plan and coordinate parent education and/or couseling.

47. 1 2 3 4 5 Handle emergency situations with needed information and/or skills: i.e. obtain medical services, administer first aid, practice fire drills.

48. 1 2 3 4 5 Establish and maintain positive relationships with parents, agencies and local community.

49. 1 2 3 4 5

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T-073 EARLY CHILDHOOD ASSOCIATE AND TECHNICAL SPECIALTY

ITEM	TOTAL NO.	FREQUENCY 1	2	3	4	5	TOTAL RESP	ITEM RANK	MEAN GROUP	EMPLR	EMPLEE	EDUCATOR
CHILD CARE WORKER	PART I	SAFE AND HEALTHY LEARNING ENVIRONMENT										
11	285	3	5	32	112	118	270	46.	4.248	4.140(100)	4.337(98)	4.328(67)
12	285	5	2	19	92	151	269	26.	4.420	4.398(98)	4.475(99)	4.403(67)
13	285	4	15	59	98	93	269	58.	3.970	3.959(98)	3.869(99)	4.194(67)
14	285	4	2	29	96	137	268	34.	4.343	4.278(97)	4.364(99)	4.403(67)
15	285	3	8	31	108	117	267	50.	4.228	4.165(97)	4.303(99)	4.197(66)
16	285	5	9	22	87	145	268	38.	4.336	4.278(97)	4.444(99)	4.239(67)
17	285	5	22	40	83	118	268	56.	4.071	3.918(97)	4.131(99)	4.224(67)
18	285	3	10	42	75	134	264	48.	4.239	4.227(97)	4.417(96)	4.045(66)
19	285	5	8	42	88	125	268	52.	4.194	4.289(97)	4.121(99)	4.194(67)
20	285	19	23	61	83	79	265	62.	3.679	3.531(96)	3.495(97)	4.209(67)
21	285	2	5	48	67	146	268	41.	4.306	4.278(97)	4.374(99)	4.328(67)
22	285	3	1	16	54	194	268	6.	4.623	4.588(97)	4.697(99)	4.642(67)
23	285	5	0	7	37	219	268	2.	4.735	4.673(98)	4.747(99)	4.803(66)
24	285	5	9	48	54	153	269	44.	4.268	4.214(98)	4.333(99)	4.313(67)
25	285	9	16	60	77	105	267	59.	3.948	3.939(98)	4.091(99)	3.815(65)
26	285	7	1	18	46	197	269	11.5.	4.580	4.571(98)	4.556(99)	4.627(67)
27	285	5	0	13	67	184	269	11.5.	4.580	4.531(98)	4.616(99)	4.627(67)
28	285	14	14	55	95	89	267	60.	3.865	3.907(97)	3.949(99)	3.727(66)
29	285	16	17	53	102	80	268	61.	3.795	3.680(97)	3.879(99)	3.866(67)
30	285	6	6	30	58	165	265	29.	4.396	4.281(96)	4.480(98)	4.424(66)
	PART II	PHYSICAL AND INTELLECTUAL										
31	285	8	7	29	65	158	267	35.5.	4.341	4.278(97)	4.367(98)	4.388(67)
32	285	4	3	12	57	192	268	7.	4.604	4.567(97)	4.576(99)	4.716(67)
33	285	5	6	15	81	162	269	22.	4.446	4.296(98)	4.475(99)	4.612(67)
34	285	3	4	15	66	180	268	14.	4.552	4.469(98)	4.535(99)	4.697(66)
35	285	7	6	12	56	186	267	18.	4.528	4.485(97)	4.408(98)	[illegible]

T-073 EARLY CHILDHOOD ASSOCIATE
AND TECHNICAL SPECIALTY

	TOTAL	FREQUENCY					TOTAL	ITEM	MEAN			
ITEM	NO.	1	2	3	4	5	RESP	RANK	GROUP	EMPLR	EMPLEE	EDUCATOR
36	285	4	1	6	56	201	268	4.	4.675	4.619(97)	4.737(99)	4.657(67)
37	285	14	6	24	91	142	267	47.	4.240	4.247(97)	4.296(98)	4.179(67)
38	285	7	5	27	79	149	267	35.5	4.341	4.240(96)	4.424(99)	4.358(67)
39	285	5	3	15	73	172	268	19.	4.507	4.443(97)	4.566(99)	4.552(67)
40	285	5	6	25	71	157	264	28.	4.398	4.323(96)	4.438(96)	4.463(67)
41	285	1	4	31	90	139	265	33.	4.366	4.368(95)	4.347(98)	4.403(67)
42	285	15	4	19	43	170	251	30.	4.390	4.360(89)	4.308(91)	4.515(66)
43	285	11	9	15	49	170	254	27.	4.409	4.352(91)	4.283(92)	4.636(66)
	PART III SELF-CONCEPT AND STRENGTH											
44	285	3	3	12	67	183	268	10.	4.582	4.639(97)	4.576(99)	4.537(67)
45	285	3	3	38	79	143	266	37.	4.338	4.375(96)	4.434(99)	4.197(66)
46	285	3	4	21	80	157	265	21.	4.449	4.400(95)	4.455(99)	4.515(66)
47	285	4	2	10	64	187	267	8.	4.603	4.594(96)	4.576(99)	4.627(67)
48	285	3	0	19	70	174	266	15.	4.549	4.495(95)	4.545(99)	4.597(67)
49	285	4	0	10	44	209	267	3.	4.700	4.542(96)	4.798(99)	4.761(67)
50	285	5	3	20	83	157	268	24.	4.433	4.381(97)	4.576(99)	4.313(67)
51	285	4	4	22	80	157	267	25.	4.431	4.417(96)	4.525(99)	4.299(67)
52	285	5	1	24	66	171	267	20.	4.487	4.458(96)	4.515(99)	4.463(67)
53	285	4	1	16	75	172	268	17.	4.530	4.412(97)	4.626(99)	4.537(67)
	PART IV FUNCTIONING IN A GROUP											
54	285	4	3	14	57	191	269	9.	4.591	4.561(98)	4.626(99)	4.552(67)
55	285	5	3	17	59	182	266	16.	4.541	4.443(97)	4.673(98)	4.545(66)
56	285	5	0	5	30	228	268	1.	4.776	4.649(97)	4.848(99)	4.866(67)
57	285	4	3	16	62	183	268	13.	4.556	4.464(97)	4.616(99)	4.657(67)
58	285	4	6	28	89	141	268	39.	4.332	4.216(97)	4.404(99)	4.433(67)
59	285	7	8	31	65	152	263	40.	4.319	4.170(94)	4.480(98)	4.348(66)
PART V CHILD-REARING PRACTICES & EXPECTATIONS												
60	285	8	4	23	79	154	268	32.	4.369	4.371(97)	4.354(99)	4.373(67)

T-073 EARLY CHILDHOOD ASSOCIATE AND TECHNICAL SPECIALTY

ITEM	TOTAL NO.	FREQUENCY 1	2	3	4	5	TOTAL RESP	ITEM RANK	MEAN GROUP	EMPLR	EMPLEE	EDUCATOR
61	285	23	11	32	67	131	264	57.	4.030	3,937(95)	4.093(97)	4,075(67)
62	285	15	3	21	70	154	263	38.	4.342	4.253(95)	4.406(96)	4.269(67)
63	285	9	5	20	72	154	260	31.	4,373	4,301(93)	4,463(95)	4,358(67)
64	285	14	11	31	83	123	262	55.	4.107	4.146(96)	4.115(96)	4.062(65)
PART VI SUPPLEMENTARY RESPONSIBILITIES												
65	285	6	8	37	80	133	264	49.	4.235	4.156(96)	4.313(96)	4.254(67)
66	285	11	7	26	77	141	262	45.	4,260	4,253(95)	4,378(98)	4.125(64)
67	285	12	7	30	93	118	260	54.	4.146	4.130(92)	4.245(98)	4.062(65)
68	285	10	9	25	72	143	259	42.	4.270	4.245(94)	4.375(96)	4.172(64)
69	285	24	19	64	76	72	255	63.	3.600	3.609(92)	3.624(93)	3.554(65)
70	285	12	8	21	76	143	260	43.	4.269	4.084(95)	4.400(95)	4.385(65)
71	285	15	8	26	71	142	262	51.	4.210	4.042(95)	4.333(96)	4.273(66)
72	285	12	5	40	77	125	259	53.	4.151	4.075(93)	4.358(95)	3.985(66)
73	285	12	3	20	50	180	265	23.	4.445	4.406(96)	4.449(98)	4.470(66)
74	285	6	3	7	47	194	257	5.	4.634	4.560(91)	4.688(96)	4.662(65)
CHILD CARE DIRECTOR PART I ADMINISTRATION												
1	285	5	3	7	37	171	223	7.	4.641	4.608(102)	4.474(57)	4.864(59)
2	285	6	1	5	22	195	229	1.	4.742	4.686(105)	4.603(58)	4.951(61)
3	285	9	1	14	32	164	220	15.	4.550	4.510(100)	4.345(55)	4.783(60)
4	285	7	0	8	37	172	224	8.	4.638	4.570(100)	4.603(58)	4.787(61)
5	285	6	1	8	55	150	220	14.	4.555	4.520(98)	4.491(57)	4.683(60)
6	285	4	1	2	42	175	224	2.	4.710	4.634(101)	4.596(57)	4.918(61)
7	285	11	3	9	51	147	221	25.	4.448	4.433(97)	4.224(58)	4.689(61)
8	285	5	1	8	41	169	224	6.	4.643	4.630(100)	4.569(58)	4.738(61)
9	285	5	6	17	55	140	223	28.	4.430	4.420(100)	4.246(57)	4.623(61)
10	285	3	4	8	54	156	225	12.	4.582	4.545(101)	4.534(58)	4.689(61)
11	285	12	3	11	41	157	224	23.	[illegible]	4.505(101)	[illegible]	[illegible](61)

T-073 EARLY CHILDHOOD ASSOCIATE
AND TECHNICAL SPECIALTY

	TOTAL	FREQUENCY					TOTAL	ITEM	MEAN			
ITEM	NO.	1	2	3	4	5	RESP	RANK	GROUP	EMPLR	EMPLEF	EDUCATOR
12	285	7	9	14	58	136	224	36.	4.371	4.333(102)	4.123(57)	4.633(60)
13	285	5	6	19	62	130	222	35.	4.378	4.230(100)	4.316(57)	4.650(60)
14	285	12	5	8	56	139	220	33.	4.386	4.299(97)	4.298(57)	4.590(61)
15	285	14	8	10	34	152	218	34.	4.385	4.135(96)	4.482(56)	4.672(61)
16	285	7	5	18	62	130	222	37.	4.365	4.380(100)	4.228(57)	4.517(60)
17	285	26	14	21	70	83	214	47.	3.794	3.652(92)	3.821(56)	3.984(61)
18	285	8	3	36	55	124	226	40.	4.257	4.284(102)	4.241(58)	4.246(61)
19	285	8	4	30	53	128	223	38.	4.296	4.350(100)	4.368(57)	4.148(61)
20	285	7	2	5	28	183	225	4	4.680	4.723(101)	4.448(58)	4.803(61)
21	285	7	5	8	43	161	224	17.	4.545	4.505(101)	4.421(57)	4.754(61)
22	285	9	2	16	59	138	224	31.	4.406	4.330(100)	4.345(58)	4.590(61)
23	285	8	4	8	56	148	224	21.	4.482	4.396(101)	4.439(57)	4.639(61)
24	285	19	7	17	59	112	214	46.	4.112	3.874(95)	4.200(55)	4.390(59)
25	285	6	5	14	52	147	224	22.	4.469	4.436(101)	4.404(57)	4.623(61)
26	285	7	1	10	48	159	225	13.	4.560	4.589(102)	4.386(57)	4.738(61)
27	285	15	8	14	55	128	220	43.	4.241	4.153(98)	4.123(57)	4.517(60)
28	285	9	4	10	65	138	226	30.	4.412	4.294(102)	4.397(58)	4.607(61)
29	285	7	4	29	68	119	227	39.	4.269	4.146(103)	4.431(58)	4.328(61)
30	285	8	6	9	59	145	227	26.	4.441	4.250(104)	4.569(58)	4.633(60)
	PART II SUPERVISION											
31	285	6	1	3	35	181	226	3.	4.699	4.650(103)	4.544(57)	4.902(61)
32	285	12	6	21	75	110	224	44.	4.183	3.980(101)	4.140(57)	4.574(61)
33	285	9	5	9	65	133	221	32.	4.390	4.220(100)	4.339(56)	4.717(60)
34	285	6	4	7	52	153	222	18.	4.541	4.530(100)	4.357(56)	4.721(61)
35	285	7	7	12	45	147	218	24.	4.459	4.379(95)	4.298(57)	4.721(61)
36	285	8	5	8	47	154	222	19.	4.505	4.480(100)	4.250(56)	4.738(61)

T-073 EARLY CHILDHOOD ASSOCIATE AND TECHNICAL SPECIALTY

	TOTAL	FREQUENCY					TOTAL	ITEM	MEAN			
ITEM	NO.	1	2	3	4	5	RESP	RANK	GROUP	EMPLR	EMPLEE	EDUCATOR
37	285	13	7	13	64	121	218	41.	4.252	4.112(98)	4.167(54)	4.492(61)
38	285	6	4	13	66	132	221	29.	4.421	4.350(100)	4.364(55)	4.574(61)
39	285	7	3	5	34	174	223	9.	4.637	4.588(102)	4.464(56)	4.850(60)
PART III DIRECT SERVICES TO CHILDREN												
40	285	9	12	25	70	108	224	45.	4.143	4.108(102)	4.070(57)	4.283(60)
41	285	12	19	60	61	71	223	48.	3.717	3.755(102)	3.768(56)	3.667(60)
42	285	5	4	13	56	150	228	20.	4.500	4.381(105)	4.517(58)	4.717(60)
43	285	5	3	7	45	166	226	10.	4.611	4.615(104)	4.526(57)	4.667(60)
44	285	6	3	18	58	141	226	27.	4.438	4.408(103)	4.276(58)	4.650(60)
45	285	3	5	9	57	152	226	16.	4.549	4.519(104)	4.552(58)	4.610(59)
46	285	9	5	26	66	117	223	42.	4.242	4.109(101)	4.175(57)	4.517(60)
47	285	7	3	4	34	180	228	5.	4.654	4.619(105)	4.603(58)	4.767(60)
48	285	6	3	5	45	166	225	11.	4.609	4.529(104)	4.500(56)	4.850(60)

Table 2

Additional Tasks and/or Comments

As Rated by Child Care Directors or Workers

Task	Rating
Child Care Director	
Coordinate, rather than develop the entire program. Teachers need, on occasion, to take the initiative.	5
Understand and communicate with each worker in the day care center.	5
Cooperate with dietician in the planning of meals and purchasing food to meet with our standards of nutrition.	5
Interpret center policies to parents.	5
Develop human relations skills as a prerequisite to job.	5
Give extra attention to children who need it.	5
Be available to assist staff with discipline problems.	5
Have list of competent, available substitutes to call in for teachers who are absent.	5
Make the setting of each classroom in the school a display.	5
Repair equipment in center when minor repairs are necessary, including plumbing.	5
Work very hard and do your very best in every thing you do.	5
Plan programs which are educational and fun for small children.	
Child Care Worker	
Be alert to problems that you might see forming.	5
Create a happy atmosphere for children and classroom.	5

Table 2 (continued)

Task	Rating
Respect and like children.	5
Love and accept each child as an individual (right as a person).	5
Establish daily routines, set limits and goals for children in order to provide feelings of trust and security.	5
Provide a non-threatening atmosphere for children to thrive in.	5
Offer individual time, attention and love to a group of children or to an individual child.	5
Be aware of the activities that most interest a group of children.	5
Create an atmosphere which allows the child to confer with the worker on an individual level.	5
Carefully note the child's dietary, nutritional intake.	5
Have a basic understanding of the child's current home situation.	5
Be prepared at all times for the unexpected, as well as the expected.	5
Utilize special talents family members may contribute to child's classroom.	5
Encourage parents to participate and/or visit child's classroom.	5
Create continuity between child rearing practices of family and center.	5
Be aware of varied cultures of children in classroom.	5
Make sure the school is a healthy learning environment for each child.	5
Help each child gain his/her independence.	5
Select proper toys and learning materials for the preschooler.	4
Carry out daily plans with teacher in the classroom.	5
Be responsible for the classroom when the teacher is out.	5

Table 2 (continued)

Task	Rating
Be able to work with exceptional children.	5
Be able to communicate with the child; accept him or her for what they are.	5
Be aware of and follow center policies.	5
Help plan regular or monthly conferences between staff (teachers), administrative staff and parents and other resource persons.	4
Sanitation and continual cleaning of child care center; especially bath areas.	2
Sing songs which are easily learned (for good harmony).	
The most important thing is to teach children to get along with each other. Most children in center are an only child and they need to learn to live with other people.	